Govt. of Maharashtra

PRIMARY EDUCATION CURRICULUM - 1988

(Standards VI to VIII)

(As sanctioned under G.R. No. PTC/1087/(355/87) SE-5

Dated 5th May, 1989 of Dept. of Education and Employment, Govt. of Maharashtra.)

MAHARASHTRA STATE COUNCIL OF EDUCATIONAL RESEARCH
AND TRAINING PUNE - 30

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INTRODUCTION

A decision regarding the restructuring of the curriculum at the primary stage in the light of National Education Policy 1986 was taken by the State Government of Maharashtra and the responsibility was shouldered on the Maharashtra State Council of Educational Research and Training (MSCERT). Accordingly, the primary Education Curriculum - 1988 was restructured for Std. I to Std. V and published for circulation by MSCERT. The curriculum was approved by the State Government Resolution No. PTC/1087/355/87/SE-5, dated 5th May, 1989 and it came into force from June, 1989.

As the curriculum is being implemented in Std. I and Std. II in the years 1989 and 1990, it will come into force for Std. III in the year 1991-92.

The MSCERT has already completed the task of restructuring the curriculum at Upper Primary Level as a part of the Second Phase of the implementation of this curriculum. It gives me great pleasure to handover this curriculum to you. The concerned teachers, head-masters, parents and Bureau of Textbook production and Research would get an opportunity and ample time in advance for thinking and rethinking on this issue before the implementation of the curriculum at the Upper Primary Stage Starts.

Teaching of some new subjects starts at the Upper Primary Level. This publication would prove to be a light house to make good preparations prior to teaching the curricular subjects effectively by amalgamating the primary Education Curriculum. 1988 with upper Primary Education Curriculum. I feel confident that this curriculum will certainly motivate the teachers to mould the coming student generation to face new challenges in the 21st Century..

You all have necessary will and power to implement this curriculum by your constant thinking and studying its features deeply. Let us add our hard work and industriousness to it and acquire knowledge and skills required for it, and let us successfully implement it with our all power and full zeal.

S.S. Salgaonkar,
Director,
Maharashtra State Council of
Educational Research and Training,
Pune - 411 030

Date : 21st February 1991

REVISED CURRICULUM

The First Language

Syllabus of the Mother Tongue

Introduction :

Language has an unique place in human life. It is an important social heritage. The main function of language is communication of thoughts. Our daily transactions are carried out mainly through our mother-tongue and if necessary, we also take the help of different link languages. In order to facilitate communication one needs mastery over the language. This mastery can be acquired slowly. Children learn a language from parents, relatives, friends and their families. It is necessary to master the linguistic skills of listening, speaking, conversation, reading and writing. As the experiences get enriched, the quality of expression also improves. By reading understanding and appreciating literature, our sensibilities are enriched and become comprehensive. Language is a great power of expression man has received. An all-round development of one's personality is achieved through language. Because of language, our reasoning power develops. We can look at life critically. Language is a social institution. Just as a society has a heritage, status and history, so does the language have history. Just as living society is changeable, so is language. Language changes according to the needs, aspirations and challenges of the society. The study of Language and Literature enriches our social consciousness.

1) Through language are nourished elevating qualities like secularism, national integration, national character, patriotism, sanctity and ethical point of view. Language is an important means of acquiring knowledge.

2) Language made it possible to preserve the knowledge passed on through generations and thus to nurture the knowledge traditions. It has been possible to acquire, enhance and spread knowledge only because of language.

3) The study of language includes (the study of) words, phrases, lexical meaning and subtleties of phrasal and syntactic meaning. It also comprises the ability to make use of words and phrases in a language to the maximum possible extent.

Taking into account the grammatical characteristics of languages such as Kannad, Gujarathi, Urdu, Hindi, English, Sindhi and other languages a separate syllabus has been designed. It has been appended to the general syllabus. The prescribed 'grammar' portion should be handled using the functional approach, through the means of the textbook.

While preparing the syllabus of language, the general objectives, in terms of language competancy (language skills), learning activities, learning outcome etc., are taken into consideration.

Objectives of Learning Mother-tongue.

General Objectives :

1. To listen attentively and with proper understanding.
2. To express orally, one's thoughts, feelings, ideas and wishes using appropriate words.
3. To speak with proper pace using correct pronounciation, accent, rhythm and intonation as the content demands.
4. To read aloud fluently with proper pronounciation accent and intonation.
5. To be able to read silently with comprehension.
6. Ability to write in a good legible hand.
7. To develop the skill of writing in order to express effectively one's own experiences, thoughts, feelings and ideas.
8. To develop the skill of writing with proper punctuation marks.
9. To understand the idiom of a language thoroughly.
10. To develop the capacity to appreciate the different forms of literature.
11. To develop the linguistic exprerience through media such as the theatre, cinema, radio, T.V., magazines, etc.
12. To develop a sense of affinity towards the local dialects.
13. To cultivate love for the Nation, national integration, love for all the religions, faith in science, social consciousness, human values, humanity, love for nature, thoughtfulness, justice, equality, brotherhood, fearlessness, self dependence and dignity of labour.
14. To develop a sense of Love and respect for other languages and for users of those languages.

Text-Books

Textbooks serve as useful aids for developing language skills. Through the textual leassons one can nurture the facilities of comprehension and appreciation. In the same way through such passages knowledge of the structure of a languages and its words, phrases etc. can be acquired. Through the content of these passages or lessons the children could be taught respect, obedience, love for one's nation, fearlessness, love for nature, dignity of labour, human values, justice, co-operation, patriotism, hardwork, love, brotherhood, national integration, scientific attitude, discipline (good thoughts), thoughtfulness, equality, respect for all religions, patience, tolerance, social awareness, sanctity, observance of the rules of the society, a sense of equality of the sex, self dependance, etc.

How to select lessons for the Text :

1) Age of the student, his mental ability and the field of his experience should be taken into consideration.
2) Lesson should be interesting and should be of some value to the child.
3) Through the text, the children could be taught respect, obedience, love for one's nation, fearlessness, love for nature, dignity of labour, human values, justice, co-operation, patriotism, hard-work, love, brotherhood, national integration, scientific attitudes, discipline (good thoughts), thoughtfulness, equality, respect for all religions, patience, tolerance, social awareness, sanctity, observance of the rules of the society, a sense of equality of the saxes, individual and public hygiene, self-dependence, etc.
4) These lessons should relate to the life of students belonging to different regions geographically and also to different strata of society.
5) Vocabulary should be increased in a graded way.
6) Words are to be selected according to their practical value.
7) In the construction of sentences, the difficulty level should be increased gradually.
8) Different forms of literature should be introduced.
9) There should not be a separate grammar-book. But grammar should be included in the textbook itself.

Teaching Periods :

For the Stds. VI to VIII there should be 6 periods in a week. (2 periods for written work).

Structure of the text book :

Std. VI	No. of Pages 88	Poem lines 320
Std. VII	No. of Pages 96	Poem lines 360
Std. VIII	No. of Pages 104	Poem lines 400

(Pages for pictures, exercises and grammar should be considered separately.)

Upper Primary Level : Specific Objectives

Class VI, VII, VIII.

1. Listening, speaking, conversation, reading (silent as well as aloud) and writing (copy writing, copying, dictation, free writing.
2. To develop the grasping capacity.
3. To develop independent expression.

4. To get accustomed to speak using correct pronounciation and to write without making mistakes.
5. To enrich vocabulary.
6. To develop further interest in reading for pleasure and knowledge.
7. To familiarize (the student) further with various forms of literature and to enhance his capacity to appreciate literature.
8. To lead towards rich and comprehensive sensibilities.
9. To develop the skills involved in day-to-day practicals transactions.
10. To develop environment consciousness.
11. To develop respect for all religions, tolerance, fellow-feelings, obedience, respect, mutual co-operation, equality between men and women, justice, equality, brotherhood and social values.

Class VI

Ability - 1 - Listening

Activity	Learning Outcome
1) Model reading of different extracts	Listens attentively so as to give proper response.
2) To give opportunity for listening programme of class meeting, radio and television, etc.	Listens to the speech for collecting information.
3) To draw attention to special features from the speeches of good oraters	Practises the art of speaking, using proper accent, rhythms, intonation and style of speaking by following good speakers.
4) To encourage listening by organising speeches	Listens carefully in order to understand the speakers speech.
5) To arrange discussion of the content of the speeches.	Gets ample exposure to the spoken language.
6) To arrange to play audio cassettes of story telling	Derives inspiration and joy through listening, Listens in order to understand the meaning of the programmes in class meeting, radio and television programmes etc.

Ability - 2 - Speaking/Conversation

	Activity	Learning Outcomes
1)	To arrange elecution and story telling competitions.	Speaks fluently.
2)	To persuade children to take part in and to prepare them for debating.	Speaks relevantly.
3)	To develop habits of presenting relevant thoughts and appropriate expression	Presents news items
4)	To guide in the art of speaking to the point, attracting the audience and speaking effectively in the school programmes.	Expresses his thoughts in a debating group.
5)	To give opportunity for different incidents, on stories pictures, depicting different incidents, on pictures depicting stories and places.	Takes part in the interschool competitions. Pronounces correctly while speaking.
6)	To give practise of summarizing a story read or heard.	Speaks to the point clearly and consistently. Speaks clearly and effectively, attracting the attention of the audience. Narrates a story, incident or describes a visual picture, known place in a charming and attractive way.

Ability - 3 - Reading

a) Reading aloud...

	Activity	Learning Outcomes
1)	To make them read under guidence the extracts from the Text books.	Reads correctly and with proper modulation according to the sense of the material.
2)	To encourage reading by making available literature for supplementary reading other than text books.	Reads dialogue according to the specific role.

3) To make them read the handwritten material, notices and applications etc.	Gives correct and appropriate answers on the material read. Tries to understand unknown words, idioms proverbs and sayings of great men's.
4) To make a collection of good thoughts and proverbs from the books read by students.	Reads different kinds of poems and learns to appreciate them.
5) To arrange story telling competition and dramatisation competitions.	
6) To draw attention to the construction of writers so as to make the writing effective.	Reads aloud with an understanding of the essence of the composition, story, dialogue etc.
7) To induce them by asking thought provoking questions to draw conclusions, after reading.	

b) Silent Reading

Activity	Learning Outcomes
1) To give practice of silent reading	Read with concentration taking in an increasing number of words at a glance.
2) To ask to read silently after asking questions on the central theme.	Understands the portion read.
3) To have (the students) read a lesson silently after asking questions leading to an understanding of its social or individual aspect.	Tries to understand the incidents, emotions and thoughts of the portion read. Reads silently the lessons from the text books. Reads with a proper understanding of the main theme and the central idea of the portion read. Reads silently the composition of friends and the letters received at home and narrates their contents.

Activity	Learning Outcomes
	Makes notes of the important portion read.
	Understands the individual or the social aspects of the portion read.
	Draws conclusions after thinking over the portion read.

Ability - 4 - Memorising

Activity	Learning Outcomes
1) To arrange debating and elocation competitions.	Memorises selected paragraphs.
2) To arrange competitions of recitation of poems.	Recites four poems after learning by heart.
3) To recite the poem meaningfully and get them recited.	Sings a poem individually with proper tune.
4) To recite prose passage as a monologue.	Takes part in group song. Sings inspirational songs.

Ability - 5 - Writing

Activity	Learning Outcomes
1) To guide story writing by giving outline.	Writes a story on the basis of the outline.
2) To provide guidance for changing the language and style in accordance with the roles in the story.	Writes a story by imagining that one of the characters from the story narrates it.
3) To guide how to narrate an incident or situation.	Writes a composition with 15-20 lines on an actual incident or on imaginary one.
4) To demonstrate how to summarize and present any incident.	Writes summary.
5) To dictate orally a passage and after correcting it to acquaint them regarding the rules of writing.	Takes dictation. Presents one thought or experience into suitable paragraphs. As far as possible there should be one thought or experience in one paragraph.

6) To guide in completing an incomplete story.	Completes the incomplete story.
7) To give practice of preparing wall charts and wall posters.	Writes correctly letter, application, message or notice.
8) To analyse the paragraphs from text books in order to give an idea of arranging paragraphs.	Practises preparing the charts and wall posters in an attractive way.
9) To arrange composition competitions.	
10) To guide in the preparation of class magazines.	Writes according to the rules of writing.
11) To get done 15 writing exercises and 7 compositions.	Writes correctly. Uses idioms and proverbs correctly.

Use of Dictionary

Activity	Learning Outcomes
1) To guide on the use of dictionary and its nature and to guide on its use.	Knows the alphabetical order in proper sequence for using the dictionary. Knows that the dictionary explains the meanings of the words in a language.
2) To tell them to find out some words given in text book from the dictionary.	Searches the meanings of the words which are unknown to him and which are difficult.
3) To encourage them to find out the meanings of words on which the idioms and proverbs are based.	Finds out the meanings of words on which the idioms and proverbs are based.
4) To acquaint with the abbreviations and symbols used in the dictionary.	Understands how to use dictionary after understanding its structure. Tries to understand the significance of abbreviation and symbols from the dictionary. Arranges words alphabetically.
5) To arrange story telling competition and dramatisation competitions.	

Class VII

Ability - 1 - Listening

Activity	Learning Outcomes
1) To make the students to listen to the lessons and speeches on other subjects on T.V. and Radio.	Notices the discrepancy or consistancy in the portion so heard.
2) To take down notes of the speeches made in the meetings held in schools.	Listens so as to be able to express his reactions.
3) To arrange discussions with the object of understanding the significant features of the speeches.	Listens with the object of understanding the other side of the argument.
4) To discuss the portion heard.	Listens with interest to the literary programmes such as stories, poems, dialogues and the like. Listens to the speeches of literary persons in order to learn the language skills.
5) To make them listen the patriotic and chorus songs.	Listens attentively inspite of distractions.
6) To arrange conversation programmes	Knows the difference between formal and informal speech.
7) To make them hear the sound strips of literary persons.	

Ability - 2 - Speaking-Conversation

Activity	Learning Outcomes
1) To guide and give practice for interviewing persons, friends, teachers, parents, acquaintences and other personalities belonging to different walks of life.	Speaks effectively with proper manners while asking questions during interviews. Pays attention to brievity, correct intonation and gestures and other such features.
2) To guide and give practice for observing correct manners and speaking to the point while interviewing someone.	Follows the technique of giving a quiet hearing and not interrupting the person while he speaks.

3) To give information and practice regarding the preparations necessary for interviewing someone.	Tries to develop qualities such as boldness, suggestivity etc., while taking interview.
4) To offer opportunities to take interviews of two persons belonging to different fields.	Presents speeches of upto 3 minutes effectively during the inter school competitions.
5) To make them hear selected speeches on the Radio.	Participates in debating competitions.
6) To train for participation in different competitions.	Gives an extempore speech of upto 3 minutes.
7) To create opportunity for having a dialogue with an unknown person.	Speaks by following correct procedure suitable for the concerned individuals.
8) To supply pictures so as to enable the student to express his thoughts or ideas.	Speaks confidently with an unknown person. Asks his doubts and questions on the speech heard. Speaks with correct stress, proper intonation etc. Explains own's views with the help of a picture or a diagram. Uses correct words carefully while speaking.

Ability - 3 - Reading

(a) Reading aloud

Activity	Learning Outcomes
1) To take reading of extracts from text books and to arrange discussion on the portion read.	Reads fluently with proper intonation and stress, with an understanding of the content.
2) To provide a variety of literature for extra reading.	Reads according to the role assigned, Reads aloud from a play, using proper intonation.
3) To prepare a collection of prose and poetry passages.	Listens to public speeches and notes accents carefully and practises them.

Activity	Learning Outcomes
4) To take reading of hand-written passages, letters and applications.	Reads the handwriting of unknown person.
5) To arrange projects such as book fairs and book banks.	Tries to understand the significance of passages read with the project of answering question, on the content.
6) To provide opportunities so as to make maximum no. of books available to students.	Takes part in play-reading.
7) To make available periodicals.	

(b) Silent Reading

Activity	Learning Outcomes
1) To make available passages outside Text books for reading.	Reads prose and poetry passages outside text book, silently.
2) To make available handwritten matter for reading.	Reads handwritten matter.
3) To arrange discussion on the portion read.	Reads with speed by taking in maximum words at a glance.
4) To have the student read silently by setting questions on the matter to be read.	Understands the correct significance of the portion. Reads more pages with concentration. Reads attentively inspite of distraction. Reads so as to be able to giving correct answers to the questions.

Ability - 4 - Memorising

Activity	Learning Outcomes
1) To arrange competitions for learning by heart prose and poetry passages.	Learns by heart group songs, songs, poems and short passages.
2) To organise school competitions of dramatisation.	Takes part in children's plays.
3) To arrange competitions for reciting poems.	

Ability - 5 - Writing

Activity	Learning Outcomes
1) To make available the material useful for development of writing skills, letters, applications, stories, compositions and prose and poetry passages.	Writes stories with the help of given outline, brief points and suggestions. Writes giving references to autobiography.
2) To show a variety of model before asking them to write on any subject on their own.	Writes on a incident that took place in his home or his surroundings.
3) To explain the special characteristics of each type of writing and to make clear how they can be identified in a particular types.	
4) To give practice on expansion of the points for a story.	Writes formal letters. Writes applications to seek redress/justice.
5) To discuss how the style of language and presentation differs according to role.	Writes summary of the given passage.
6) To give practice as to how to describe effectively any incident.	Writes answers to the questions in order to understand the prose/poetry passages from the text book. Expands effectively a given view point/idea.
7) To give practice in identifying the significant points in a passage (with reference to the given questions).	
8) To discuss after reading a written article. To rewrite the same if necessary	Writes a composition about 20 lines on an easy subject.
9) To correct writing and to acquaint the rules regarding writing an article.	Writes effectively after following the rules of writing and punctuations.
10) To get prepared a handwritten class magazine.	Writes diary of some important days.

11) To ask writing an account of the celebrations of important days.	Develops skill to write briefly and to the point.
12) To make them write autobiography of a things, animals and birds etc.	Writes in details any righteous deed of self. Writes autobiography of different things, animals and birds. Makes use of idioms and proverbs.
13) Guides on writing a report on the programme in a school	Writes a composition descriptive or narrative about 20 sentences, in 4-5 paragraphs on personal experiences.
14) To make them write, 20 writing exercises and 10 compositions.	
Use of dictionary :	
1) To revise all the units of the dictionary use from the Class VI.	Gets closely acquainted with the alphabetical order and abbreviations.
2) To acquaint children with various encyclopaedias, as well as dictionaries.	Gets acquainted with encyclopedias alongwith dictionary. Understands their use and special features.
3) To give some words from the text books and to ask them to find out their meanings from the dictionary.	Gets used to finding out meaning and use of unknown words from dictionary.
Thinking :	
1) To guide how to analyse the passage read or heard.	Analyses the passage read or heard.
2) To arrange debates presenting both sides of the subject.	Draws logical conclusions.
3) To illustrate the logic in different thoughts.	Concludes the speech of a speaker by drawing the gist of it.
4) To provide opportunity for concluding a programme by presenting the gist of the main speech.	Understands the difference between the right and wrong by appreciating.
5) To develop an attitude to accept the correct view by comparing the right and the wrong	Compares the right and the wrong.

Class VIII

Ability - 1 - Listening

Activity	Learning Outcomes
1) To arrange for the speeches in memory of great men of letters.	Practices listening to the thoughts of different speakers in meetings and gatherings or in the classroom.
2) To arange speeches in order to acquaint them with the contributions of the literary persons referred to in the text books.	Makes notes after listening to speeches.
3) To arrange programmes of poetry reading.	Listens to Radio or Television programmes pertaining to poems, drama, interviews, discussions and the like. Develops the habit of listening the news.
4) To provide opportunities for listening to poets, assembly, recitation, discussion, interviews and news on Radio and Television.	Understands the emotions, thoughts, ideas, jokes of different speakers.
5) To arrange story-telling, dramatization and similar programmes.	Express his own reactions on the thoughts heard.
6) To arrange to play audio tapes of stories, speeches of famous literary persons, etc.	Develops the habit of listening good thoughts, songs, stories and the like.

Ability - 2 - Speech-Conversation

Activity	Learning Outcomes
1) To persuade them for participation in dramatic competitions, debating competitions.	Presents effectively his views by giving speeches clearly and with proper emphasis at suitable places.
2) To arrange programmes pertaining to reading of poems and story telling.	Explains his thoughts, ideas experiences and feelings in proper words.

3) To arrange programmes for inculcating in them the values for proper etiquetes.	Makes use of coloquial or written language effectively.
4) To arrange a programme of taking interviews.	Speaks by making use of commonly used language. Follows rules of proper etiquete. For example introducing a person, welcoming, offering thanks, giving congratulations, giving invitations and the like.
5) To give lessons on oratory through actual demostration.	Recites a story.
6) To encourage students to participate in dramatic camps.	Describes aptly an incident, occasion, place, sight, picture etc. Speaks to the point of the topic given, for about 5 minutes. Recites a dialogue from the drama after understanding the situation correctly. Takes part in discussions and informal talk. Takes an interview of a person. Takes part in a dramatic situation.

Ability - 3 - Reading

Reading aloud and Silent Reading

Activity	Learning Outcomes
1) To get make a student go through reading aloud sessions in class and to arrange for a model lesson on good reading.	Reads with proper actions, giving pauses, rythm and without stumbling and clearly with normal speed.
2) To make them hear audio tapes or reading in order to have proper inspiration for reading aloud.	Increases speed of silent reading.
3) To arrange competitions of story telling, reciting poems and dramatization.	Develops skill for reading, for understanding the theme, emotions and effect.
4) To make them read silently by giving questions.	Reads effectively a poem, drama, story etc.

Activity	Learning Outcomes
5) To ask them to read silently with the object of telling the summary.	Develops habits of reading with concentration.
6) To arrange projects like book fair and book banks so that they may develop reading habits.	
7) To use books from bookbanks and libraries for supplementary reading.	
8) To exhibit covers of model arrivals in the school library which will lead to good habits.	

Ability - 4 - Writing

Activity	Learning Outcomes
1) To make them write compositions on different subjects and also of each kind.	Writes paragraphs on given subjects. Writes briefly on the passages read. Writes summary of passages.
2) To exhibit posters by making the children write thoughts of great men, and their sayings.	Expands a given idea.
3) To discuss in general common mistakes after examining written matter.	Writes a composition of 20 to 25 lines (Narrating, descriptive, imaginative, thought, provoking).
4) To give guidance for submitting an application to the proper authority taking into consideration individual or local needs.	Writes a story on the points given.
5) To guide hand-written magazines, periodicals and wall posters.	Writes dialogue to the point. Writes letters to parents, relative, friends and other family members. Writes diary, brief reports for newspapers, writes letter and prepares invitations. Writes for class magazine/ periodicals. Writes observing the rules of composition. Makes use of idioms and phrases from the text books.
Use of dictionary	As Std VII
Thinking	As Std VII

प्रथम भाषा अभ्यासक्रम - व्याकरण
विषय - मराठी

इयत्ता सहावी :-

(१) पाचवीतील व्याकरणाची उजळणी
(२) मूळाक्षरे - स्वर आणि व्यंजने
(३) सर्वनामाचे प्रकार - दर्शक सर्वनाम, सामान्य सर्वनाम
(४) क्रियाविशेषणाचे प्रकार
(५) सामान्यरुप
(६) विभक्ती प्रत्ययाचे प्रकार
(७) अव्ययाचे प्रकार - शब्दयोगी, उभयान्वयी, केवलप्रयोगी.
(८) ऱ्हस्वदीर्घाचे लेखन विषयक नियम.

इयत्ता सातवी :-

(१) इयत्ता सहावीत अभ्यासलेल्या व्याकरणाची उजळणी
(२) विभक्तीचे अर्थ - कारकार्थ व उपपदार्थ
(३) वाक्याचे प्रकार - विधानार्थी, प्रश्नार्थी, उद्‌गारार्थी, होकारार्थी, नकारार्थी
(४) क्रियापदाचे अर्थ - स्वार्थ, अज्ञार्थ, विध्यर्थ, संकेतार्थ
(५) धातुसाधिते - प्रकार व कार्य.
(६) प्रयोग - कर्तरी, कर्मणी, भावे
(७) संधी - स्वरसंधी, व्यंजनसंधी.
(८) लेखनविषयक नियम - सामान्यरुपामुळे होणारे बदल व इतर नियम

इयत्ता आठवी :-

(१) इयत्ता सातवीत झालेल्या व्याकरणाची उजळणी.
(२) संधी - विसर्गसंधी, पूर्वरुपसंदी, पररुपसंधी.
(३) समास - चार प्रमुख समासांची ओळख.
(४) वृत्त - अक्षरगणवृत्ते, भुजंगप्रयात, वसंततिलका, शार्दूलविक्रीडीत.
(५) अलंकार - यमक, उपमा, उत्प्रेक्षा
(६) व्याकरण चालविणे
(७) लेखनविषयक नियमांची उजळणी.

प्रथम भाषा अभ्यासक्रम - व्याकरण
विषय - हिंदी

इयत्ता सहावी :-

(१) इयत्ता पाचवीतील व्याकरणाची उजळणी
(२) मुळाक्षरे - स्वर आणि व्यंजने
(३) सर्वनामांचे प्रकार - दर्शन सर्वमान, निजवाचक सामान्य सर्वनाम
(४) क्रियाविशेषणाचे प्रकार

(५) सामान्यरुप
(६) विभक्ती प्रत्ययांची ओळख
(७) अव्ययाचे प्रकार - शब्दयोगी, उभयान्वयी व केवलप्रयोगी
(८) ऱ्हस्वदीर्घाचे लेखनविषयक निमय
(९) वाक्प्रचार व म्हणी यांचा उपयोग

इयत्ता सातवी :-

(१) इयत्ता सहावीत अभ्यासलेल्या व्याकरणाची उजळणी
(२) विभक्तीचे अर्थ - कारक रचना
(३) वाक्याचे प्रकार - (विधानार्थी, प्रश्नार्थी, उद्‌गारार्थी, होकारार्थी, नकारार्थी)
(४) क्रियापदाचे अर्थ - (स्वार्थ, अज्ञार्थ, विध्यर्थ, संकेतार्थ)
(५) क्रियापदाचे प्रकार - (संयुक्त, सहायक, प्रेरणार्थक)
(६) धातुसाधिते - प्रकार व कार्य (कृदन्त)
(७) प्रयोग - कर्तरी, कर्मणी, भावे (वाच्य : कर्तृवाच्य, कर्मवाच्य, भाववाच्य)
(८) संधी - स्वरसंधी व व्यंजनसंधी
(९) लेखनविषयक नियम - सामान्यरुपामुळे होणारे बदल व इतर नियम
(१०) वाक्प्रचार व म्हणी यांचा उपयोग

इयत्ता आठवी :-

(१) इयत्ता सातवीत अभ्यासलेल्या व्याकरणाची उजळणी
(२) संधी - विसर्गसंधी
(३) (अ) समास - चारी प्रकारांची ओळख (अव्यवीभाव, तत्पुरुष, द्वंद्व, बहुव्रीही)
(आ) वृत्त - दोहा, चौपाई - (अक्षरगणवृत्ते) भुजंगप्रयात, वसंततिलका, शार्दूलविक्रीडीत.
(४) अलंकार - यमक, उपमा, उत्प्रेक्षा
(५) वाक्यप्रकार - साधारण वाक्य, संयुक्त वाक्य, मिश्रवाक्य,
(६) पद परिचय
(७) लेखनविषयक नियमांची उजळणी (हिंदी वर्तनीचे नियम)
(८) वाक्प्रचार व म्हणी यांचा उपयोग

Grammer Syllabi in Kannad Language

Standard VI

1. Revision of grammar portion covered in Standard Five.
2. Pronouns - First Person, Second Person and Third Person.
3. Alphabets.
4. Kinds of Adverbs - Time, Manner and Place.
5. Conjunction of nouns.
6. Recognition of Cases - Nominative and Accusative, Details of Possessive, Panchami, Shasthi, Saptami and Sambodhana.
7. Orthographical rules of Hriswa and Dirga etc.
8. Tadditas.
9. Verbs - Conjugation of Verbs in all three genders and three tenses.

10. Recognition of Sentences - Affirmative, Interrogative and Negative.
11. Idioms and Phrases arising out of the text.

Standard VII

1. Revision of grammar portion covered in Standard Sixth.
2. Kinds of Sentences.
3. Complex sentences and compound sentences, Affirmative Sentences, Interrogative Sentences, Exclamatory Sentences, Imperative Sentences (In details)
4. Verbs - (in details) - Ajnartha, Vidyartha, Sanketarth etc.
5. Kridantas - in details
6. Active and Passive Voices.
7. Sandhis - Kannada Swara Sandhi, Lopa Sandhi, Aagama Sandhi.
8. (a) Sanskrita Swara Sandhi i.e. Sawarna Dirga Sandhi and Guna Sandhi.
   (b) Kannada Vyanjana Sandhi.
9. Orthographical Rules.
10. Indeclinables (continued).
11. Synthesis
12. Idioms and phrases arising out of the text.

Standard VIII

1. Revision of grammar portion covered in standard seven.
2. Kannada and Sanskrita Sandhi (continued).
3. Compounds - Kriya, Dwandwa, Karmadharaya, Tatpurusha, Dwigu, Amshi and Bahurvihi.
4. Cases - Detailed study Conjugation of nouns and 'Vibakti Pallata'.
5. Adjectives and Adverbs (in details).
6. Prefixes, Tadditas and Kridantas.
7. Tatsama and Tadbhavas.
8. Transformation of Sentences.
9. Analysis of Sentences.
10. Synthesis - continued.
11. Prosody -
    (a) Guru, Laghu, Matra, Matra Gana and Prasa.
    (b) Prasthara.
    (c) Matra Vrithas arising out of text.
12. Figures of Speech - Arthalankaras
    (1) Upama

(2) Roopaka
(3) Utpreksha.

13. Idioms and Phrases arising out of text.
14. Revision of orthographical rules.

Syllabus of Mother Tongue - Gujarathi

Standard VI

1. Revision of Standard V.
2. Noun - Its cases and Introduction of cases Pratyaya (विभक्ति प्रत्यय)
3. Pronoun - Kinds of Pronouns. (अनिश्चित, संबंधक, अन्योयवाचक)
4. Adjectives - Kinds of Adjectives. (विकारी, अधिकारी)
5. Verb - Tenses - Simple, Continuous and Perfect
6. Adverb - Introduction and Kinds of Adverbs - काळवाचक, स्थळवाचक, रीतिवाचक, प्रमाणवाचक, नकारवाचक, क्रियाविशेषण
7. Indeclinable - Kinds of Indeclinable - उभयान्वयी, केवलप्रयोगी, नामयोगी, क्रियाविशेषण
8. Participles - Introduction.
9. Uses of Idioms and Proverbs uses in the text.
10. Rules of Orthography.

Standard VII

1. Revision of Standard VI.
2. Noun - Cases (विभक्ति)
3. Voice - कर्तरि, कर्मणि, भावे
4. Verb - Different kinds of verbs used in different meanings in sentences (आज्ञार्थ, विद्यर्थ्य, निश्चयार्थ, संशयार्थ, संकेतार्थ, प्रश्नार्थ)
5. Varnavichar - Alphabets in order
   (b) Vowels - Consonants
6. Sandhi - Swar - Sandhi.
7. Participles - Kinds of participles (वर्तमान, भूत, भविष्य)
8. Use of Idioms and Proverbs used in the text.
9. Rules of Orthography.

Standard VIII

1. Revision of Standard VII
2. Participles - Kinds of Participles (विध्यर्थ, हेन्वर्थ अव्ययरूप)

3. Sandhi - Varnavichar - Vyanjan - Sandhi, Visarga-Sandhi.
4. Compounds-Introduction of Compounds, Dwandwa Samas.
5. Figures of Speech - "शब्दालंकार"

प्रास - शब्द्नुप्रास, वर्णानुप्रास, मध्यानुप्रास, अंत्यानुप्रास

6. Prosody - अक्षरमेक छंद Formation.
7. Gana. Yati - उपजाति, इंद्रवज्रा, उपेन्द्रवज्रा, तोटक, भुजंगी, वसंततिलका पदच्छेद Noun, Pronoun.
8. Uses of Idioms and Proverbs uses in the text.
9. Rules of Orthography.

Syllabus of Mother Tongue - English

Standard VI

1. Revision
2. Pronunciation and Writing.
    - The placement of sentence stree.
    - The two basic sentence tones-rise and fall and their distribution.
    - Correspondence between the pronounciation of a sentence and punctuation.
    - Weak forms of auxiliary verbs, prepositions, etc.
    - Use of apostrophe
3. Word building and Vocabulary
    - Naming the kinds of adjectives, verbs and adverbs (with special attention to pronominal adjectives like this, such, pronominal adverbs like here, there, where, where ? anywhere ; sentence adverbs like perhaps, certainly, please).
    - Sentence words like yes, no.
4. Inflection adn Phrase fomration :
    - Verbs - Tenses, : with special attention of past tnese with - ed, (spelling and pronounciation).
    - Noun Phrase : Quantities + N
Numerals + N
5. Sentence formation
    - Question formation, Two kinds of questions.
    - Exclamations.
    - Compound sentences.
6. Idioms and Phrases

Standard VII

1. Revision
2. Pronunciation and Writing
   - Emphasis in sentence through stress, handling of tone, word order and particles (like only).
   - Sentence tones and their distribution in modified senses and longer constructions.
   - Breaks and pauses in a sentence
   - Use of hyphens
3. Word building adn vocabulary
   - Principal types of compound nouns, compound adjectives and compound verbs.
4. Inflection and Phrase formation
   - Pronouns : number, gender
   - (nominative-accusative-possessive)
   - Adjectives : Comparative and superlative : -er, -est
     irregular forms (much, good etc.)
   - Noun Phrase : Determiners + Adjective + N
     Det + N + Prepositional Phrase
   - Adverbial Phrase : Prepositional Phrase : Preposition + Noun Phrase.
5. Sentence formation
   - Prinicipal and dependent clause, complex sentence
   - Direct and indirect speech ; uses of indirect speech
   - Passive formation ; uses of the passive
   - Tag questions.
   - Verbless sentences (as in short answers, greetings, some exclamations and questions)
6. Idioms and phrases.

Standard VIII

1. Revision
2. Pronunciation and Writing
   - Revision
   - Breaks and stresses when a sentence is read aloud.
3. Word building and Vocabulary
   - Principal productive prefixes adn suffixes in the formation of nouns, adjectives, verbs and adverbs
   - Minor processes of word-formation : Reduplication, (e.g. chit-chat)

Clipping	blends	acronyms
(e.g. exam)	(e.g. Motel)	(e.g. UNO)
(Copter)		(PIN)
		(IOQ)

4. Inflection and Phrase formation.

- Pronouns : Mine, ...
  Interrogative
  Reflexive

- Verb : Aspect : Perfective : -ed Vs -en (Spelling and Pronunciation)
- Adjective : Comparative and Superlative with more and most
- Adverbs : Interrogative : then-when, there-where
  Comparative : More, most with -ly

- Noun Phrase : Det + Ving/Ven + N
  NP + Relative Clause

- Verb Phrase : Progressive + Perfective + V
  Model + be -en + V

  Modal + V
  V + to V
  V + V (Let, make)

Sentence formation

- Revision
- Common points of usage split infinitive, preposition at end, dangling participles, etc.

- Noun, adjective and adverb dependent clauses.

Idioms adn Phrases.

Urdu Grammar Syllabus

Standard VI

a) Revision of the portion studied in Standard V.

i) Study of alphabets, Harfe Saheeh, Harfe illat, Neem and Harfe illate adn Alamate illate.

ii) Kinds of Noun : Abstract : countable, non-countable; collective, material, gender and number.

iii) Kinds of Pronouns : Instifhamia and Mushtark

iv) Kinds of Adverbs : Zamani, Makani, Tauri.

v) Recognition of Present Imperfect adn Present Perfect Tenses.

vi) Introduction of Huroof as Mutabikate-Fel

(b) Remooze Auquf.

(c) Wave Maroof, Wave Majhool, yae Maroof, yae majhool, Tashdeed, Taveen, Vawe Madoola, Noon-e-Ghunna, Noone Vasli.

Standard VII

(a) Revision of the portion done in previous class.

i) Kinds of sentences - Bayaniya, inkari, istifhamia, Amar-Nihi, Fijaia, Masbit, Maufi.

ii) Derivaties of loan words-Mushtaq, Masdar, Muzare.

iii) Use of Auxiliary verbs in Past Perfect, Past Imperfect and Future Simple Tenses.

iv) Voice-Active, Passive and Impersonal

(b) Idioms and Proverbs

(c) Use of Hamza, Huroofe Shamsi, Huroofe Qamri, Harfe, Izafat, Kafe Biyania words like Ambia, Gumbaz, Shamba etc.

Standard VIII

(a) Revision

i) Further study of tenses -
Mazi Shakki, Mazi Tamannai, Mazi Sharti, Muzare Tamannai, Mastqbil-Imperfect and Perfect.

ii) Study of Interrogative sentences -
Instakhabari, Iqrari, Inkari

iii) Figures of Speech Tashbeen, Ishteara and Mubalgah.

iv) Passing of simple sentence

v) Idioms and Phrases occuring in text.

(b) Further

Grammar Syllabus in Sindhi Language

(Standard Vi to VIII)

Standard VI

(1) Revision of the portion done in Standard V.

(2) Letters of the alphabet, Long and Short Vowels, Semi-vowels and consonants.

(3) Kinds of adjectives, adverbs and verbs.

(4) Cases

(5) Kinds of indeclinables.

(6) Revision of orthographical rules.

Standard VII

(1) Revision of portion done in Standard VI.

(2) Sandhi-Swar Sandhi.

(3) Voice-Active, Passive Bhave.

(4) Cases.

(5) Kinds of Participles.

(6) Kinds of sentences- Assertive interrogative, imperative, excalmatory, affirmative and negative.

(7) Revision of orthographical rules.

(8) Simple parsing.

(9) Indiclinables continued.

Standard VIII

(1) Revision of the portion covered in Standard VII

(2) Sandhi.

(3) Compounds

(4) Analysis of simple sentences.

(5) Word formation (Nouns from verbs, Adjetives from nouns and vice versa).

मराठी, द्वितीय भाषा अभ्यासक्रम

इयत्ता सहावी ते आठवी

मराठी ही आपल्या महाराष्ट्र राज्याची भाषा आहे. महाराष्ट्रात बहुतेक लोक मराठी बोलणारे आहेत. मराठी भाषिकांबरोबर काही उर्दू, हिंदी, गुजराथी, सिंधी, कन्नड आदी अनेक भाषा बोलणारे लोक महाराष्ट्रात राहतात. या राज्यात अन्य भाषिकांसाठी त्यांच्या मातृभाषेतून शिक्षण घेण्याची सोय उपलब्ध आहे. परंतु दैनंदिन जीवनव्यवहार चालण्यासाठी राज्याची प्रादेशिक भाषा येणे आवश्यक आहे. कारण शासनाचा व जनतेचा व्यवहार त्याच भाषेतून होत असतो. म्हणून मातृभाषा कोणतीही असो, महाराष्ट्र राज्यातील विद्यार्थ्यांना राज्याची प्रादेशिक भाषा मराठी शिकण्याची नितांत गरज आहे.

इयत्ता पाचवीपासून मराठी भाषा द्वितीय स्तरावर शिकवण्याची योजना या अभ्यासक्रमात केली आहे. मराठी भाषा बोललेली व लिहिलेली समजावी. भाषा बोलता यावी व गरजेपुरती लिहिता यावी असे या अभ्यासक्रमात अपेक्षित आहे. मराठी भाषेबद्दल प्रेम निर्माण व्हावे, मराठी भाषिकांबद्दल आत्मीयता वाटावी आणि महाराष्ट्रीय जीवन संस्कृती यांच्याशी समरस होता यावे हाही त्यातील एक प्रमुख हेतू आहे.

उद्दिष्टे

(१) मराठीतून व्यक्त केलेले विचार, भावना व कल्पना यांचे आकलन होण.

(२) सोप्या मराठीतून बोलता येणे.

(३) मराठी भाषा वाचता येणे.

(४) वाचलेल्या मजकुराचे आकलन होणे.

(५) आपले विचार, भावना व कल्पना शुद्ध मराठीत लिहिता येणे.

(६) लेखनात विरामचिन्हांचा योग्य वापर करता येणे.

(७) मराठीचा संपर्क-भाषा म्हणून वापर करता येणे.

(८) मराठी भाषेबद्दल प्रेम निर्माण होणे.

(९) महाराष्ट्रीय जीवन व संस्कृती यांच्याबद्दल आपुलकी व जिव्हाळा निर्माण होणे.

(१०) भाषेद्वारा भावनात्मक ऐक्य साधून राष्ट्रीय एकात्मतेची भावना वृद्धींगत होणे.

पाठ्यपुस्तक पृष्ठसंख्या

(१) इयत्ता ६ वी पाठ्यपुस्तक ५६ पृष्ठांचे व पद्य ६० ओळींचे असेल.

(२) इयत्ता ७ वी चे पाठ्यपुस्तक ६४ पृष्ठांचे व पद्य ८० ओळींचे राहील

(३) इयत्ता ८ वी चे पाठ्यपुस्तक ७२ पृष्ठांचे व पद्य १०० ओळी असावे.

कथात्मक, संवादात्मक, वर्णनात्मक, आत्मपर पाठ असावे.

इयत्ता ६ वी

क्षमता १ : श्रवण

उपक्रम	अध्ययन निष्पत्ति
(१) सोप्या मराठीतून मुलांशी बोलणे)	मराठीतून बोललेले लक्षपूर्वक ऐकतो.
(२) सोप्या मराठीतून कथा सांगणे	बोललेल्या आशयाचे आकलन करून घेतो.
(३) पाठ्यपुस्तकातील मराठी कवितांच भावपूर्ण गायन-वाचन करणे)	मराठीतून केलेल्या सूचनेप्रमाणे कृती करतो.
(४) मराठीतील दिलेल्या सूचनानुसार कृती करण्याचा सराव देणे)	मराठीतील विशिष्ट उच्चार लक्षपूर्वक ऐकतोय त्यातील फरक समजून घेतो.
(५) शब्द देऊन ज-झ, ण-न यांच्या उच्चारातील भेद लक्षात आणून देणे.	सोपी मराठी कविता लक्षपूर्वक ऐकतो आणि तिचा आशय समजून घेतो.

क्षमता २ : भाषण-संभाषण

उपक्रम	अध्ययन निष्पत्ति
(१) कुटुंबीय, मित्र, शिक्षक, नातेवाईक, शेजारी, विक्रेता यांच्याशी विद्यार्थ्यांना बोलता येईल असे विविध प्रसंग निर्माण करणे.	आपले कुटुंबीय, मित्र, शिक्षक, नातेवाईक, शेजारी, विक्रेते इत्यादींशी व्यावहारिक मराठीत बोलतो.
(२) विद्यार्थ्यांच्या वयोगटाला अनुरूप अशा परिचित विषयांवर त्यांच्याशी मराठीतून गप्पा-गोष्टी करणे.	शुद्ध व स्पष्ट उच्चार करतो.
(३) चित्र दाखवून त्यावर प्रश्नोत्तररूप चर्चा घटवून आणणे.	शुद्ध व स्पष्ट उच्चार करतो.
(४) सोप्या मराठीत कथा सांगून तिच्यावर आधारलेल्या प्रश्नांची उत्तरे सांगण्यास उद्युक्त करणे.	विचारलेल्या प्रश्नांची बिनचूक मराठीतून उत्तरे देतो.
(५) मराठीतील 'च' 'ज' 'झ' यांचे उच्चार शब्दांच्या सहाय्याने शिक्षकाने स्वत: करून दाखविण. आणि विद्यार्थ्यांकडून ते करून घेणे. या तऱ्हेच्या अनेक उदाहरणांचा सराव देणे.	संभाषणातून मराठीत भाग घेतो. ऐकलेल्या कथेवरील प्रश्नांच्या उत्तरातून कथा सांगतो.

क्षमता ३ : वाचन

उपक्रम	अध्ययन निष्पत्ति
(१) वर्णमालेचा वाक्य पद्धतीने परिचय करून देणे.	मराठी वर्णमालेतील अक्षरे ओळखतो.
(२) पाठ्यपुस्तकातील पाठांचे अर्थ लक्षात घेऊन त्यानुसार प्रकट वाचन करून घेणे.	मराठी शुद्ध व स्पष्टपणे वाचतो.
(३) संवादात्मक पाठांचे वर्गात नाट्यीकरण करून घेणे.	मराठी वाक्ये उच्चाराच्या योग्य धाटणीसह वाचतो.
(४) मराठी भाषेच्या उच्चारांची धाटणी लक्षात घेऊन वाचनाचा सराव देणे.	मराठीतील उच्चार व मातृभाषेतील उच्चार यामधील फरक समजून घेऊन वाचन करतो.
(५) आकलनयुक्त व योग्य गतीने वाचनाचा सराव देणे.	

क्षमता ४ : पाठांतर

उपक्रम	अध्ययन निष्पत्ति
(१) पाठ्यपुस्तकातील कविता वैयक्तिकरित्या व सामुदायिकपणे योग्य चालवर म्हणून घेणे.	पाठ्यपुस्तकातील कवितांपैकी २ कविता पाठ म्हणतो. दोन गाणी पाठ म्हणतो.
(२) पाठांतरासाठी निवडलेल्या कविता पाठ म्हणण्यास सांगणे.	
(३) छोटी गाणी निवडून ती चालीवर म्हणण्यास शिकवणे.	

क्षमता ५ : लेखन

उपक्रम	अध्ययन निष्पत्ति
(१) फळ्यावरील जोडाक्षरविरहित व जोडाक्षरयुक्त शब्दांचे आणि वाक्यांचे अनुलेखन करण्याचा सराव देणे.	मराठी वर्णमालेतील अक्षरे लिहितो. पाठ्यपुस्तकातील जोडाक्षरे बिनचूक लिहितो.
(२) पूर्णविराम व प्रश्नचिन्ह या विरामचिन्हांचा परिचय करून देऊन त्यांच्या वापराचा सराव देण.	पाठावर विचारलेल्या प्रश्नांची उत्तरे लिहितो.
(३) प्रश्नांची उत्तरे मराठीत शुद्ध लिहिण्याचा सराव देणे.	पूर्णविराम व प्रश्नचिन्ह या विरामचिन्हांचा वापर करून वाक्यांचे श्रुत-लेखन करतो.

(४) विद्यार्थ्यांच्या अनुभव विश्वातील विषयांची निवड करून त्यावर वर्णनात्मक लेखनाचा सराव देणे. उदा. माझे घर, माझ शेत, माझा गाव, माझी शाळा, बाग, बसस्थानक, डाकघर, गाय, पोपट, कुत्रा इ.	शालेय वर्षात दिलेल्या विषयावर वाक्ये शुद्ध लिहितो. सुवाच्य अक्षरात अनुलेखन करतो.

व्याकरण

सूचना

(१) व्याकरण शिकवताना केवळ व्याख्येवर भर न देता क्रियात्मक भागावर भर द्यावा.

(२) उदगामी पद्धतीचा वापर करावा.

उपक्रम	अध्ययन निष्पत्ति
(१) उतारा देऊन त्यातील नामे ओळखण्यास सांगणे.	- उताऱ्यातील नामे ओळखतो.
	- उताऱ्यातील सर्वमाने ओळखतो.
(२) उतारा देऊन त्यातील सर्वमाने ओळखण्यास सांगणे.	- नामांच्याऐवजी योग्य सर्वनामाचा वापर करतो.
(३) योग्य ठिकाणी सर्वनामे वापरण्यास सांगणे.	- वाक्यातील क्रियापद ओळखतो
(४) वाक्यातील क्रियापद ओळखण्यास सांगणे.	- शब्दांचे वचन बदलतो.
(५) वाक्यातील रिकाम्या जागी योग्य क्रियापद योजण्यास सांगणे.	
(६) वाक्यातील शब्दांचे वजन बदलून त्यानुसार नवीन वाक्य तयार करण्यास सांगणे.	

इयत्ता सातवी

क्षमता १ : श्रवण

उपक्रम	अध्ययन निष्पत्ति
(१) मराठी भाषेतील भाषण-संभाषण ऐकण्याजोगे प्रसंग निर्माण करणे.	- व्यवहारात भिन्न-भिन्न प्रसंगी होणारे मराठी बोलणे लक्षपूर्वक ऐकतो.
(२) मुलांना आवडणाऱ्या विषयावर व प्रसंगावर मराठीतून गप्पा गोष्टी करण्यास संधी देणे.	- मराठीतील गप्पा-गोष्टी आवडीने ऐकतो.

(३) आकाशवाणी, दूरदर्शन यावरील निवडक मराठी कार्यक्रम ऐकण्याची/पहाण्याची सोय करणे.	- आकाशवाणी, दूरदर्शन यावरील मराठीतील कार्यक्रम ऐकतो व समजून घेतो.
(४) कथाकथन व कविता वाचन यांचे कार्यक्रम आयोजित करणे.	- मराठीतील कथा, कविता इत्यादी ऐकतो.
(५) कुमारांसाठी असलेल्या नियतकालिकांमधील उतारे निवडून त्यांचे वाचन करणे.	इतरांनी केलेले उताऱ्यांचे वाचन ऐकतो. त्याचा आशय समूजन घेतो.

क्षमता २ : भाषण संभाषण

उपक्रम	अध्ययन निष्पत्ति
(१) बालसाहित्यातील एखादी कथा वाचून अगर सांगून तिच्यावर प्रश्न विचारणे आणि विद्यार्थ्यांना बोलते करणे.	- व्यवहारात सोप्या मराठीचा वापर करतो.
(२) वर्गातील विद्यार्थ्यांचे गट करून त्यांना योग्य विषय देणे व त्यांना एकमेकांशी संभाषण करण्यास प्रवृत्त करणे.	- मराठीतून प्रश्न विचारतो. - ऐकलेल्या उताऱ्यावरील प्रश्नांची उत्तरे देता आणि त्यासंबंधी आपले म्हणणे सांगतो.
(३) सोपे विषय देऊन त्यावर मराठीत बोलण्याची संधी उपलब्ध करुन देणे.	- पाहिलेल्या एखाद्या प्रसंगासंबधीचा, स्वत:चा अनुभव मराठीतून सुसंगतपणे सांगतो.
(४) आकाशवाणी, दूरदर्शन यांवरील कार्यक्रमासंबंधी बोलण्यास उद्युक्त करणे.	

क्षमता ३ : वाचन

उपक्रम	अध्ययन निष्पत्ति
(१) मराठीच्या पाठ्यपुस्तकातील गद्यपाठांचे आदर्शवाचन करणे आणि एकेका वाक्याचे अनुवाचन घेणे.	- शुद्ध उच्चार, योग्य स्वरघात, आवाजातील आशयानुकूल चढउतार व योग्य गती यासह गद्यपाठांचे प्रकट वाचन करतो.
(२) वरीलप्रमाणे कवितांचे वाचन करून घेणे.	
(३) पाठ्यपुस्तकातील उताऱ्यांचे मूकवाचन करण्यास सांगणे.	- कवितेतील आशय लक्षात घेऊन तिचे भावानुकूल वाचन करतो.

(४) सूचनाफलक, जाहिरातील, निमंत्रण पत्रिका इत्यादी उपलब्ध करून देऊन त्यांचे वाचन करून घेणे.	- मूकवाचन करतो. - क्रमाक्रमाने वाचनाची गती वाढवितो.
(५) मुलांसाठी असलेली नियतकालिके/पुस्तके उपलब्ध करून देऊन त्यांचे वाचन करण्यास उत्तेजन देणे.	- पाठ्यपुस्तकाशिवाय इतर साहित्याचे वाचन आवडीने व आनंदाने करतो.

क्षमता ४ : पाठांतर

उपक्रम	अध्ययन निष्पत्ति
(१) पाठ्यपुस्तकातील कविता वैयक्तिकरीत्या व सामुदायिकपणे योग्य चालीवर म्हणवून घेणे.	- पाठ्यपुस्तकातील कवितांपैकी किमान ४ कविता पाठ म्हणतो. पाठ्यपुस्तकाबाहेरची २/३ मराठी समूह गीते पाठ म्हणतो.
(२) पाठांतरासाठी निवडलेल्या कविता पाठ म्हणण्यास सांगणे.	
(३) समूहगीते निवडून ती चालीवर म्हणण्यास शिकवणे.	

क्षमता ५ : लेखन

उपक्रम	अध्ययन निष्पत्ति
(१) पाठ्यपुस्तकातील आलेल्या जोडाक्षरयुक्त शब्दांचे लेखन करण्याचा सराव देणे.	- पाठ्यपुस्तकातील जोडाक्षरयुक्त शब्द बिनचूक लिहितो.
(२) बिनचूक व सुवाच्य लेखनाचा सराव देण्यासाठी फळ्यावर छोटा मोठा उतारा लिहिणे.	- फळ्यावरील उतारा आपल्या वहीत सुवाच्य अक्षरात बिनचूक लिहून घेतो.
(३) पाठांवरील प्रश्नांची उत्तरे लिहिण्याचा सराव देणे.	- पाठांतर विचारलेल्या प्रश्नांची उत्तरे बिनचूक लिहितो.
(४) पूर्णविराम व प्रश्नचिन्ह याशिवाय स्वल्पविराम व उद्गारचिन्ह या विरामचिन्हांचा वापर करण्याचा सराव देणे.	- पूर्णविराम व प्रश्नचिन्ह याशिवाय स्वल्पविराम व उद्गारचिन्ह या विरामचिन्हांचा उपयोग करून लिहितो. दिलेल्या मुद्यावरून लहानशी गोष्ट लिहितो.
(५) दिलेल्या मुद्यावरून गोष्ट लिहिण्याचा सराव देणे	- परिचित विषयावर काही वाक्य बिनचूक सुसंगत लिहितो. विरामचिन्हांचा वापर करून श्रुतलेखन करतो. ऐकलेली गोष्ट लिहितो.

(६) परिचित विषयांवर मराठीतून लिहिण्याचा सराव देणे.

- मित्रांना मराठीतून पत्र लिहितो. वर्षातून सहा विषयांवर प्रत्येकी सहा ते आठ वाक्ये मराठीत लिहितो.

(७) विरामचिन्हांचा वापर करून श्रुतलेखन करण्याचा सराव देणे.

(८) ऐकलेली गोष्ट लिहिण्याचा सराव देणे.

(९) मित्रास मराठीतून पत्र लिहिण्याचा सराव देणे.

(१०) विद्यार्थ्यांच्या अनुभवविश्वातील विषयांची निवड करून त्यांवरील वर्णनात्मक लेखनाचा सराव देणे, उदा. राष्ट्रीय उत्सव, सण, समारंभ, जत्रा, ऊरुस, सहल, खेळ, आवडता प्राणी इत्यादी.

व्याकरण

सूचना

(१) व्याकरण शिकवताना केवळ व्याख्येवर भर न देता क्रियात्मक भागावर भर द्यावा.

(२) उद्गामी पद्धतीचा वापर करावा.

उपक्रम

(१) सहावीतील व्याकरणाची उजळणी घेऊन त्याचे दृढीकरण करावे.

(२) उतारा देऊन त्यातील सर्वनामे व विशेषणे ओळखण्यास सांगणे.

(३) उतारा देऊन त्यातील क्रियाविशेषणे ओळखण्यास सांगणे.

(४) उतारा देऊन त्यातील नामे व सर्वनामे यांची लिंगे व वचन ओळखण्यास सांगणे.

(५) काही वाक्यात नामांच्या/सर्वनामांच्या लिंगवचनानुसार क्रियापदाचे रुप बदलते, हे योग्य उदाहरणांनी समजावून देणे.

अध्ययन निष्पत्ति

- उताऱ्यातील सर्वनाम ओळखतो.
- उताऱ्यातील विशेषण ओळखतो.
- उताऱ्यातील क्रियाविशेषणे ओळखतो.

इयत्ता ८ वी

क्षमता १ : श्रवण

उपक्रम	अध्ययन निष्पत्ति
(१) मराठीतील उच्चार वैशिष्ट्ये दाखविणारे शब्द, वाक्ये निवडून ती ऐकवणे.	- मराठी भाषिकांचे भिन्न-भिन्न प्रसंगी होणारे बोलण लक्षपूर्वक ऐकतो.
(२) मराठी बोलीभाषेच्या लकबी लिखाणातील नपुसकलिंगी शब्दांच्या मात्रायुक्त अंत्याक्षरांचा बोलीभाषेतील उच्चार लक्षात घेण्यासाठी संभाषण, संवाद आयोजित करणे.	- मराठी बोलण्याचे त्याच्या उच्चार वैशिष्ट्यासह आकलन करून घेतो.
(३) मराठीतील भाषण, कथाकथन, वाचन/गायन यांचे कार्यक्रम आयोजित करणे.	- बोलीभाषेच्या लकबी व तिची वैशिष्ट्ये समजण्याच्या दृष्टीने मराठी भाषिकांचे संभाषण ऐकतो.
(४) मुलांना मराठी नाटके व चित्रपट पाहण्याची आणि मराठी भाषणे, कथा, गीते यांच्या ध्वनीफिती ऐकण्याची संधी उपलब्ध करून देणे.	आकाशवाणी, दूरदर्शन यांवरील मराठी कार्यक्रमांबरोबरच मराठी नाटक, चित्रपट, मराठी कथाकथन, भाषणे, गीते यांच्या ध्वनिफिती ऐकतो, पाहतो. कथा, नाट्यप्रवेश, गीते यांचे इतरांनी केलेले वाचन ऐकतो व समजून घेतो.

क्षमता २ : भाषण-संभाषण

उपक्रम	अध्ययन निष्पत्ति
(१) दुसऱ्याचे बोलणे ऐकून त्यासंबंधी आपली प्रतिक्रिया व्यक्त करता येईल, अशाप्रकारचे संभाषण आयोजित करणे.	- दुसऱ्याचे बोलण ऐकून त्यासंबंधी आपली प्रतिक्रिया मराठी शब्दांतून योग्य प्रकारे व्यक्त करतो.
(२) विक्रेता-गिऱ्हाईक, बसकंडक्टर-प्रवासी, डॉक्टर-रुग्ण, यांसारख्या भूमिका विद्यार्थ्यांना देऊन त्यांच्याकडून संभाषणाचे प्रात्यक्षिक करून घेणे.	- बाजार, रेल्वेस्थानक, बसस्थानक, डाकघर इत्यादी सार्वजनिक ठिकाणी मराठीतून व्यवहार करतो.
(३) आश्चर्य, आनंद, भीति आदी भावनांचा परिचय करणारे प्रसंग सांगून त्या भावना मराठीतून व्यक्त करण्याची संधी देणे.	- ''आश्चर्य, आनंद, दुःख, भीति, तिटकारा अशा स्वरूपाच्या भावना मराठीतून व्यक्त करतो.

उपक्रम	अध्ययन निष्पत्ति
(४) राष्ट्रीय उत्सव, सण, सहली, संमेलने यासंबंधी मराठीतून भाषण करण्याची संधी देणे.	- परिचित विषय, एकाधा अनुभव यावर मराठीतून सुसंगतपणे बोलतो.
(५) मुलांच्या वयोगटानुसार योग्य असे संवाद निवडून ते म्हणवून घेणे.	

क्षमता ३ : वाचन

उपक्रम	अध्ययन निष्पत्ति
(१) इयत्ता सातवीप्रमाणे सर्व उपक्रम करून घेणे.	इयत्ता सातवीप्रमाणे सर्व क्रिया करतो.
(२) काही सुवचने लिहून देणे व पाठ करून घेण.	- संवादात्मक उताऱ्याचे नाट्यपूर्ण वाचन करतो. - प्रकट वाचनाची अर्थपूर्णता व मूक वाचनाची गती ही कौशल्ये आत्मसात करतो. - लहान-लहान गोष्टींची पुस्तके वाचतो.

क्षमता ४ : लेखन

उपक्रम	अध्ययन निष्पत्ति
(१) शब्दांतील ऱ्हस्व-दीर्घ अक्षरे, अनुस्वारयुक्त अक्षरे बिनचूक लिहिण्याचा सराव देणे.	- मराठी साहित्य महामंडळाच्या लेखनविषयक नियमांनुसार निर्दोष लिहितो.
(२) वारंवार येणाऱ्या जोडाक्षरयुक्त शब्दांचे फलक तयार रकून वर्गात लावणे व ते शब्द घटवून घेणे.	- जोडाक्षरयुक्त शब्द बिनचूक लिहितो.
(३) पाठावरील प्रश्नांची उत्तरे लिहिण्याचा सराव देणे.	- पाठावर विचारलेल्या प्रश्नांची उत्तरे बिनचूक लिहितो.
(४) अर्धविराम व अवतरणचिन्हे यांचा परिचय करून देणे आणि सर्व परिचित विराम चिन्हांचा वापर करता येईल असे लेखन करून घेणे.	- विरामचिन्हांसह अर्धविराम व अवतरणचिन्हे यांचा उपयोग करून लिहितो.
(५) गोष्ट सांगून तिच्यावर प्रश्न विचारणे आणि त्यांच्या उत्तरांच्या सहाय्याने सलगपणे तयार होणारी गोष्ट लिहून घेणे.	- वर्षातून किमान आठ विषयांवर प्रत्येकी सुमारे आठ ते दहा वाक्ये मराठीत लिहितो.

उपक्रम	अध्ययन निष्पत्ति
(६) विद्यार्थ्यांच्या अनुभव विश्वातील विषयांची निवड करून त्यावर वर्णनात्मक लेखनाचा सराव देणे, उदा. आवडता छंद, रम्य स्थळ, सर्कस, शर्यत, सामना, आवडती व्यक्ती इत्यादी.	- विरामचिन्हांचा वापर करून किमान दहा वाक्यांचे श्रुतलेखन करतो. - वाचून दाखविलेली गोष्ट लिहितो. - वडीलधारे व लहान नातलग आणि शिक्षक यांना मराठीतून पत्र लिहितो. - परिचित विषयांवर दहा-बारा वाक्यांचा परिच्छेद लिहितो.
(७) विरामचिन्हांचा वापर करून किमान दहा वाक्यांचे श्रुतलेखन करण्याचा सराव देण.	
(८) गोष्ट वाचून दाखविणे आणि ती लिहिण्यास सांगणे.	
(९) वडीलधारे व लहान नातलग आणि शिक्षक यांना पत्रे लिहिताना योजले जाणारे मायने समजावून देणे व पत्र लिहून घेणे.	

व्याकरण

सूचना

(१) व्याकरण शिकवताना केवळ व्याख्येवर भर न देता क्रियात्मक भागावर भर द्यावा.

(२) उद्‌गामी पद्धतीचा वापर करावा.

उपक्रम	अध्ययन निष्पत्ति
(१) काळांचा परिचय करून देणे आणि दिलेल्या वाक्यांतील क्रियापदांचा काळ ओळखण्यास सांगणे.	- वर्तमान, भूत व भविष्य या तीन काळांचा परिचय करून घेतो आणि त्यांचा वाक्यात उपयोग करतो.
(२) दिलेल्या वाक्यांतील क्रियापदाचा काळ बदलण्यास सांगणे.	- शब्दयोगी, उभयान्वयी व केवलप्रयोगी या अव्ययांचा परिचय करून घेऊन त्यांचा उपयोग करतो.
(३) शब्दयोगी, उभयान्वयी व केवलप्रयोगी अव्ययांचा परिचय करून देणे. दिलेल्या वाक्यांतील अव्यये ओळखण्यास सांगणे.	- यापूर्वी अभ्यासलेल्या व्याकरणाचे दृढीकरण करतो.
(४) यापूर्वी शिकलेल्या व्याकरणाची उजळणी घेऊन त्याचे दृढीकरण करणे.	

मराठी द्वितीय भाषा

(मराठी-हिंदी-संयुक्त अभ्यासक्रम)

इयत्ता सहावी ते आठवी

मराठी ही आपल्या महाराष्ट्राची राज्य भाषा आहे. राज्यातील बहुसंख्य शाळांत मराठी माध्यमांतून शिक्षण दिले जाते. या राज्यात मराठी भाषिकांबरोबरच गुजराथी, सिंधी, हिंदी, उर्दू, कन्नड अशा विविध भाषा बोलणारे लोक राहतात. त्यांच्या शिक्षणाची सोय त्यांच्या मातृभाषेच्या माध्यमातून केलेली आहे. परंतु दैनंदिन जीवन सुकर होण्यासाठी केवळ मातृभाषेचा अभ्यास पुरेसा नाही. महाराष्ट्राची राज्य भाषा म्हणून मराठी आणि भारताची राष्ट्रभाषा म्हणून हिंदी भाषेचा अभ्यास करणे आवश्यक आहे.

मराठी, हिंदी, इंग्रजी माध्यमांच्या शाळाव्यतिरिक्त, तसेच उर्दू माध्यम असलेल्या काही शाळांव्यतिरिक्त अन्य भाषां माध्यमाच्या शाळांतील सहावी ते आठवी या इयत्तासाठी मराठी आणि हिंदी हा संयुक्त अभ्यासक्रम तयार केला आहे. मराठी भाषा बोललेली समजावी, ती बोलता-लिहिता यावी, मराठी भाषिकांशी संपर्क साधता यावा, त्यांच्याविषयी आपुलकी व प्रेम वाटावे आणि मराठी भाषेबद्दल आदर निर्माण व्हावा हा या अभ्यासक्रमाचा हेतू आहे.

उद्दिष्टे :

(१) सोप्या मराठीतून व्यक्त केलेले विचार, भावना व कल्पना यांचे आकलन होणे.

(२) सोप्या मराठीतून बोलता येणे.

(३) मराठी भाषेमदील लेखन वाचता येणे.

(४) वाचलेल्या मराठी मजकुराचे आकलन होणे.

(५) आपले विचार, भावना व कल्पना शुद्ध मराठीत लिहिता येणे.

(६) लेखनात विरामचिन्हांचा येग्य वापर करता येणे.

(७) मराठीतून व्यवहार करता येणे.

(८) मराठी भाषेबद्दल प्रेम निर्माण होणे.

(९) महाराष्ट्रातील जीवन व संस्कृती यांच्याबद्दल आपुलकी व जिव्हाळा निर्माण होणे.

(१०) मराठी भाषेद्वारा भावनात्मक एक्य साधून राष्ट्रीय एकात्मतेची भावना वृद्धिंगत होणे.

इयत्ता सहावी

क्षमता १ : श्रवण

पाठ्यपुस्तके

इयत्ता ६ वी साठी पृष्ठसंख्या ३२ असावी, कवितांच्या ३० ओळी असाव्यात. इयत्ता ७ वी साठी ४० पृष्ठांचे पुस्तक असावे, पद्यपंक्ती ४० असाव्यात. इयत्ता ८ वी साठी पृष्ठसंख्या ४८ असावी व पद्यपंक्ती ५० असाव्यात. यात कलात्मक, संवादात्मक, वर्णनात्मक, आत्मकथनपर पाठ असावे.

उपक्रम	अध्ययन निष्पत्ति
(१) सोप्या मराठीतून मुलांशी बोलणे.	- मराठीतून बोललेले लक्षपूर्वक ऐकतो.
(२) सोप्या मराठीतून कथा सांगणे.	- बोलण्यातील आशयाचे आकलन करून घेतो.
(३) पाठ्यपुस्तकांतील मराठी कवितेचे भावपूर्ण गायन व लयबद्ध वाचन करणे.	- मराठीतून दिलेल्या सूचनेप्रमाणे कृती करतो.
(४) मराठीतील सूचनांप्रमाणे कृती करण्याचा सराव देणे.	- मराठीतील उच्चार लक्षपूर्वक ऐकतो व त्याची वैशिष्ट्ये समजून घेतो.
(५) शब्द देऊन ण-न, ल-ळ, श-ष-स अशा वर्णांच्या उच्चारांतील भेद लक्षात आणून देणे.	

क्षमता २ : भाषण-संभाषण

उपक्रम	अध्ययन निष्पत्ति
(१) कुटुंबीय, व्यक्ती, नातेवाईक, मित्र, शिक्षक, शेजारी विक्रेते यांच्याशी विद्यार्थ्यांना मराठीतून बोलता येईल असे विविध प्रसंग निर्माण करणे.	- आपले कुटुंबीय, नातेवाईक, मित्र, शिक्षक, शेजारी, विक्रेते इत्यादींशी व्यावहारीक मराठीत बोलतो.
(२) विद्यार्थ्यांच्या वयोगटाला अनुरूप अशा परिचित विषयावर त्यांच्याशी मराठीतून गप्पागोष्टी करणे.	- शुद्ध व स्पष्ट उच्चार करतो. - उच्चारभेद लक्षात घेऊन बोलतो.
(३) सोप्या भाषेत कथा सांगून त्यावर आधारीत प्रश्नांची उत्तरे सांगण्यास उद्युक्त करणे.	- विचारलेल्या प्रश्नांची बिनचूक मराठीतून उत्तरे देतो.
(४) मराठीतील "च", "ज", "झ", यांचे प्रत्येकी दोन उच्चार शब्दांच्या सहाय्याने स्वत: करून दाखविणे आणि विद्यार्थ्यांकडून ते करून घेणे या तऱ्हेची अनेक उदाहरणे देऊन सराव देणे.	- मराठी संभाषणात भाग घेतो.

क्षमता ३ : वाचन

उपक्रम	अध्ययन निष्पत्ति
(१) फळ्यावर अक्षरे लिहून ती ओळखण्यास सांगणे.	- अक्षरे ओळखून ती वाचतो.
(२) शिक्षकांनी काही सोपे मराठी शब्द व वाक्ये फळ्यावर लिहिणे आणि शब्दपट्ट्या, वाक्यपट्ट्या दाखवून त्यांचे वाचन करणे आणि ते शब्द व ती वाक्ये विद्यार्थ्यांकडून उच्चारून घेणे.	- शिक्षकांच्या वाचनानुसार शब्द आणि वाक्ये यांचे प्रकट अनुवाचन करतो. - मराठी शब्द शुद्ध व स्पष्टपणे वाचतो.
(३) फळ्यावर मराठी जोडाक्षरविरहित शब्द लिहून ते विद्यार्थ्यांना वाचायला सांगणे.	- अर्थ समजून घेऊन प्रकट वाचन करतो.
(४) जोडाक्षरयुक्त शब्दांचा परिचय करून देऊन त्यांच्या वाचनाचा सराव देणे.	
(५) पाठ्यपुस्तकातील पाठांचा अर्थ समजून त्यांचे प्रकटवाचन करण्याचा सारव देणे.	

क्षमता ४ : पाठांतर

उपक्रम	अध्ययन निष्पत्ति
पाठ्यपुस्तकातील दोन कविता पाठ म्हणण्यास सांगणे	पाठ्यपुस्तकातील कवितांपैकी किमान दोन कविता पाठ म्हणतो.

क्षमता ५ : लेखन

उपक्रमं	अध्ययन निष्पत्ति
(१) अनुलेखनाचा सराव देण्यासाठी फळ्यावर सोपे शब्द व सोपी वाक्ये लिहिणे.	फळ्यावर दिलेले शब्द व वाक्ये वहीत बिनचूक लिहून घेतो.
(२) पूर्णविराम व प्रश्नचिन्ह ह्या विरामचिन्हांचा परिचय करून देऊन त्यांच्या वापराचा सराव देणे.	पूर्णविराम व प्रश्नचिन्ह या विराम चिन्हांचा परिचय करून घेतो.
(३) पाठांवरील प्रश्नांची उत्तरे मराठीतून लिहिण्याचा सराव देणे.	पाठ्यपुस्तकाच्या आधारे विचारलेल्या प्रश्नांची उत्तरे पूर्ण वाक्यात लिहितो. दिलेल्या विषयांवर मराठीतून बोलतो.
(४) वर्णनात्मक लेखनाचा सराव देण्यास त्यांच्या अनुभव विश्वातील विषयांची निवड करणे. (उदा. गाय, पोपट, कुत्रा, घर, बाग, शाळा इत्यादी)	

व्याकरण

सूचना

(१) व्याकरण शिकविताना केवळ व्याख्येवर भर न देता क्रियात्मक भागावर भर द्यावा.

(२) उद्गामी पद्धतीचा वापर करावा.

उपक्रम	अध्ययन निष्पत्ति
(१) उतारा देऊन त्यातील नामे ओळखण्यास सांगणे.	वाक्यातील नामे ओळखतो.
(२) उतारा देऊन त्यातील सर्वनामे ओळखण्यास सांगणे.	वाक्यातील सर्वनामे ओळखतो.
(३) उताऱ्यातील नामांऐवजी सर्वनामे वापरण्यास सांगणे.	नामाच्या ऐवजी योग्य सर्वनामांचा वापर करतो.
(४) वाक्यातील क्रियापद ओळखण्यास सांगणे.	वाक्यातील क्रियापदे ओळखतो.

इयत्ता सातवी

क्षमता १ : श्रवण

उपक्रम	अध्ययन निष्पत्ति
(१) शब्द देऊन, न-ज, ल-ळ, श-ष-स, यांच्या उच्चारांतील भेद लक्षात आणून देणे.	- मराठीतील गोष्टी, गाणी, संभाषण लक्षपूर्वक ऐकतो.
(२) व्यावहारिक मराठीतून मुलांशी संभाषण करणे.	- गोष्टी, गाणी, संभाषण ऐकून त्यांचा आशय समजून घेतो.
(३) योग्य हावभाव, आवाजातील चढउतार यांसह परिणामकारक कद्धतीने मराठीतून गोष्टी सांगणे.	- कविता लक्षपूर्वक ऐकतो आणि आनंद मिळवतो.
(४) पाठ्यपुस्तकातील मराठी कवितांचे भावपूर्ण गायन व लयबद्ध वाचन करणे.	- मराठीतून दिलेल्या सूचनाप्रमाणे कृती करतो.
(५) पाठांतील आशयाच्या आकलनासाठी प्रश्नोत्तरांचा सराव देणे.	
(६) मराठीतून सूचना देऊन त्यानुसार विद्यार्थ्यांकडून कृती करून घेणे.	

क्षमता २ : भाषण-संभाषण

उपक्रम	अध्ययन निष्पत्ति
(१) मराठीतील शब्दांचे विशिष्ट उच्चार शिक्षकांनी स्वतः करून दाखवणे आणि अनेक उदाहरणे देऊन विद्यार्थ्यांकडून ते घटवून घेणे.	- योग्य व स्पष्ट उच्चार करून मराठीत बोलतो.
(२) पाठावर आधारित व अन्य प्रश्न विचारून मुलांकडून पूर्ण वाक्यात उत्तरे घेणे.	- विचारलेल्या प्रश्नांची पूर्ण वाक्यात उत्तरे देतो.
(३) घर, मित्र, नातेवाईक, प्राणी, पक्षी अशा परिचित विषयांवर विद्यार्थ्यांचे मराठीतून संभाषण घडवून आणणे.	- मराठी संभाषणात सहभागी होतो.
(४) चित्रे दाखवून त्यावर प्रश्न विचारणे व विद्यार्थ्यांना बोलते करणे.	

क्षमता ३ : वाचन

उपक्रम	अध्ययन निष्पत्ति
(१) जोडाक्षरविरहित व जोडाक्षरयुक्त शब्द फळ्यावर लिहून विद्यार्थ्यांकडून त्यांचे वाचन करून घेणे.	- जोडाक्षरविरहित व जोडाक्षरयुक्त शब्दांचे शुद्ध व स्पष्ट वाचन करतो.
(२) पाठ्यपुस्तकातील गद्य-पद्य पाठांचे अनुवाचन घेणे.	- पाठ्यपुस्तकातील गद्य-पद्य पाठांचे शिक्षकांच्या वाचनानुसार प्रकट अनुवाचन करतो.
(३) पाठ्यपुस्तकातील पाठांचा आशय समजून घेऊन त्यांचे प्रकट वाचन करण्याचा सराव देणे.	- गद्य व पद्य पाठ आशय समजून वाचतो.
(४) पाठांचे प्रकट वाचन वैयक्तिकरित्या करून घेणे.	

क्षमता ४ : पाठांतर

उपक्रम	अध्ययन निष्पत्ति
(१) पाठ्यपुस्तकातील कविता वैयक्तिकरित्या व सामुदायिकपणे पाठ म्हणण्यास सांगणे.	- पाठ्यपुस्तकातील २ कविता पाठ म्हणतो.
(२) पाठ्यपुस्तकातील २ छोटी मराठी गाणी पाठ म्हणून घेणे.	- पाठ्यपुस्तकातील २ छोटी मराठी गाणी म्हणतो.

क्षमता ५ : लेखन

उपक्रम	अध्ययन निष्पत्ति
(१) सुलेखन पुस्तिकेचा वापर करून सुवाच्य लेखनाचा सराव देणे.	- सुवाच्य अक्षरात लेखन करतो.
(२) अनुलेखनासाठी फळ्यावर काही वाक्ये लिहिणे.	- फळ्यावरील वाक्ये बिनचूक लिहून घेतो.
(३) पूर्णविराम व प्रश्नचिन्ह या व्यतिरिक्त स्वल्पविराम व उद्गारचिन्ह या विरामचिन्हांचा वापर करण्याचा सराव देणे.	- स्वल्पविराम व उद्गारचिन्ह या विरामचिन्हांचा वापर करतो.
(४) पाठातील आशयावर प्रश्न देऊन उत्तरे लिहिण्याचा सराव देणे.	- पाठावरील प्रश्नांची उत्तरे पूर्ण वाक्यात लिहितो.
(५) सुमारे ५ वाक्यांचे श्रुतलेखन परिचित विरामचिन्हांसह करण्याचा सराव देणे.	- सुमारे पाच वाक्यांचे श्रुतलेखन विरामचिन्हांसह करतो.
(६) शालेय वर्षात परिचित विषयावर पाच लेखनपाठ लिहून घेणे.	- शालेय वर्षात एकूण पाच लेखनपाठ लिहितो. दिलेल्या विषयावर मराठीतून लिहितो.

व्याकरण

सूचना :-

(१) व्याकरण शिकवितांना केवळ व्याख्येवर भर न देता क्रियात्मक भागावर भर द्यावा.

(२) उद्गामी पद्धतीचा वापर करावा.

उपक्रम	अध्ययन निष्पत्ति
(१) मागील इयत्तेत अभ्यासलेल्या व्याकरणाचे दृढीकरण करणे.	- मागील वर्षात शिकलेल्या व्याकरणाचे दृढीकरण करतो.
(२) वाक्ये देऊन त्यातील विशेषणे ओळखण्यास सांगणे.	- वाक्यातील विशेषणे ओळखतो.
(३) वाक्ये देवून त्यातील नामे व सर्वनामे यांचे वचन ओळखण्यास सांगण.	- नामांचे व सर्वनामांचे वचन ओळखतो.
(४) वाक्ये देवून त्यातील नामे व सर्वनामे यांचे लिंग ओळखण्यास सांगणे.	- नामांचे व सर्वनामांचे लिंग ओळखतो.

(५) वाक्यातील शब्दांचे वचन बदलून त्यानुसार नवीन वाक्य तयार करण्यास सांगणे.	- वाक्यातील शब्दांचे वचन बदलून त्यानुसार नवीन वाक्य तयार करतो.
(६) वाक्यातील शब्दांचे लिंग बदलून त्यानुसार नवीन वाक्य तयार करण्यास सांगणे.	

इयत्ता आठवी

क्षमता १ : श्रवण

उपक्रम	अध्ययन निष्पत्ति
(१) शब्द देवून ण,न,ल,ळ,श,ष,स,च,ज, यांच्या उच्चारातील भेद लक्षात आणून देणे.	- मराठीतील गोष्टी, पांणी संभाषण लक्षपूर्वक ऐकतो.
(२) व्यावहारिक मराठीतून मुलांशी संभाषण करण.	- गोष्टी, गाणी, संभाषण ऐकून त्यांचा आशय समजून घेतो.
(३) योग्य हावभाव, आवाजातील चढउतार यासह परिणामकारक पद्धतीने मराठीतून गोष्टी सांगणे.	
(४) पाठ्यपुस्तकातील मराठी कवितांचे भावपूर्ण गायन व लयबद्ध वाचन करणे.	कविता लक्षपूर्वक ऐकून तिचा आनंद घेतो.
(५) पाठातील आशयाच्या आकलनासाठी प्रश्नोत्तरांचा सराव देणे.	
(६) आकाशवाणी व दूरदर्शन यांवरील कार्यक्रम ऐकण्या-पाहण्याची संधी उपलब्ध करून देणे.	- आकाशवाणी व दूरदर्शन यावरील मराठी कार्यक्रम लक्षपूर्वक ऐकतो, पाहतो.
(७) बोलकी बालभारती व अन्य मराठी ध्वनिफिती ऐकविणे.	- बोलकी बालभारती व अन्य मराठीतील ध्वनीफिती ऐकतो.

क्षमता २ : भाषण-संभाषण

उपक्रम	अध्ययन निष्पत्ति
(१) मराठीतील शब्दांचे विशिष्ट उच्चार शिक्षकांनी स्वतः करून दाखविणे आणि उदाहरण देऊन विद्यार्थ्यांकडून ते करवून घेणे.	- योग्य व स्पष्ट उच्चार करून मराठीत बोलतो.
(२) पाठांतरावर आधारित व अन्य प्रश्न विचारून मुलांकडून पूर्ण वाक्यात उत्तरे घेणे.	- विचारलेल्या प्रश्नांची पूर्ण वाक्यात उत्तरे देतो.

उपक्रम	अध्ययन निष्पत्ति
(३) सामना, सण, उत्सव, आपला गाव, सहल, प्रवास अशा परिचित विषयांवर विद्यार्थ्यांचे मराठीतून संभाषण घडवून आणणे.	- मराठी संभाषणात सहभागी होतो.
(४) वर्गात परिणामकारक रीतीने गोष्ट सांगून तिच्यावरील प्रश्नांची उत्तरे देण्याची संधी देणे.	- गोष्ट ऐकून तिच्यावरील प्रश्नांची उत्तरे देतो.
(५) दैनंदिन व्यवहारातील काही प्रश्नांची उत्तरे फळ्यावर लिहिणे आणि तत्संबंधी प्रश्न विचारण्यास विद्यार्थ्यांना उद्युक्त करणे.	- मराठीतून प्रश्न विचारतो.

क्षमता ३ : वाचन

उपक्रम	अध्ययन निष्पत्ति
(१) जोडाक्षरविरहित व जोडाक्षरयुक्त शब्द फळ्यावर लिहून विद्यार्थ्यांकडून त्यांचे वाचन करून घेणे.	- जोडाक्षरविरहित व जोडाक्षरयुक्त शब्दांचे शुद्ध व स्पष्ट वाचन करतो.
(२) पाठ्यपुस्तकातील गद्य-पद्य पाठांचे अनुवाचन घेण.	- पाठ्यपुस्तकातील गद्य-पद्य पाठांचे शिक्षकांच्या वाचनानुसार प्रकट अनुवाचन करतो.
(३) योग्य उच्चार, योग्य आघात व आवाजातील आयनानुकूल चढउतार यासह गद्य-पद्य पाठांचे प्रकटवाचन करून घेणे.	- योग्य उच्चार, योग्य आघात व आवाजातील आशयानुरूप चढउतार यांसह गद्य-पद्य पाठांच प्रकटवाचन करतो.
(४) पाठ्यपुस्तकातील काही गद्य परिच्छेदाचे मूकवाचन करण्यास सांगणे आणि प्रश्नोत्तरांच्या सहाय्याने विद्यार्थ्यांना त्यांचे आकलन झाले आहे का, हे पाहणे.	- पाठांचे आकलनयुक्त मूक वाचन करतो.

क्षमता ४ : पाठांतर

उपक्रम	अध्ययन निष्पत्ति
(१) पाठ्यपुस्तकातील कविता वैयक्तिकरित्या व सामुदायिकपणे पाठ म्हणण्यास सांगणे.	- पाठ्यपुस्तकातील दोन कविता पाठ म्हणतो.
(२) पाठ्यपुस्तकातील दोन छोटी गाणी पाठ म्हणून घेणे.	- पाठ्यपुस्तकातील दोन छोटी मराठी गाणी पाठ म्हणतो.

क्षमता ५ : लेखन

उपक्रम	अध्ययन' निष्पत्ति
(१) सुलेखन पुस्तिकेचा वापर करून सुवाच्य लेखनाचा सराव देणे.	- सुवाच्य लेखन करतो.
(२) पूर्णविराम, प्रश्नचिन्ह, स्वल्पविराम व उद्‌गारचिन्ह या व्यतिरिक्त अर्धविराम व विरामचिन्हे या अवतरण चिन्हांचा वापर करण्याचा सराव देणे.	- अर्धविराम व अवतरण चिन्हे या विरामचिन्हांचा वापर करतो.
(३) पाठातील आशयावर प्रश्न देऊन उत्तरे लिहिण्याचा सराव देणे.	- पाठांवर विचारलेल्या प्रश्नांची उत्तरे पूर्ण वाक्यात लिहितो.
(४) गोष्ट सांगून तिच्यावर प्रश्न देणे व त्यांची उत्तरे लिहिण्यास सांगणे.	- गोष्टी ऐकून तिच्यावरील प्रश्नांची उत्तरे लिहितो.
(५) सुमारे सात वाक्यांचे श्रुतलेखन परिचित विरामचिन्हांसह करण्याचा सराव देणे.	- सुमारे सात वाक्यांचे श्रुतलेखन विरामचिन्हांसह करतो.
(६) वडीलधारे व लहान नातलग आणि मित्र यांना पत्र लिहितांना योजले जाणारे मायने समजावून देण व पत्रे लिहून घेणे.	- दिलेल्या विषयावर मराठीतून लिहितो. - नातलग व मित्र यांना पत्र लिहितो.
(७) शालेय वर्षात परिचित विषयांवर सात लेखनपाठ लिहून घेणे.	- शालेय वर्षात एकूण सात लेखनपाठ लिहितो.

व्याकरण

सूचना-

(१) व्याकरण शिकविताना केवळ व्याख्येवर भर न देता क्रियात्मक भागांवर भर द्यावा.

(२) उद्‌गामी पद्धतीचा वापर करावा.

उपक्रम	अध्ययन निष्पत्ति
(१) वाक्ये देऊन त्यातील क्रियाविशेषण ओळखण्यात सांगणे.	- वाक्यातील क्रियाविशेषण ओळखतो.
(२) उभयान्वयी व केवलप्रयोगी या अव्ययांचा परिचय करून देणे.	- उभयान्वयी व केवलप्रयोगी या अव्ययांचा वापर करतो.
(३) वाक्यातील मोकळ्या जागी योग्य क्रिया विशेषणे योजण्यास सांगणे.	- वाक्यातील योग्य क्रियाविशेषणांचा वापर करतो.

(४) वाक्यातील मोकळ्या जागी योग्य उभयान्वयी व केवलप्रयोगी अव्यये योजण्यास सांगणे.	- वाक्यात योग्य उभयान्वयी व केवलप्रयोगी या अव्ययांचा वापर करतो.
(५) वर्तमान, भूत व भविष्य या काळांचा परिचय करून देणे आणि दिलेल्या वाक्यातील क्रियापदांचा काळ ओळखण्यास सांगणे.	- वर्तमान, भूत व भविष्य या तीन काळांचा परिचय करून घेतो आणि ते ओळखतो.
(६) दिलेल्या वाक्यातील क्रियापदांचा काळ बदलण्यास सांगणे.	- वाक्यात काळानुरूप क्रियापदाचे रूप योजतो.
(७) यापूर्वी अभ्यासलेल्या व्याकरणाचे दृढीकरण करणे.	- या पूर्वीच्या इयत्तांमध्ये अभ्यासलेल्या व्याकरणाचा लेखनात उपयोग करतो.

द्वितीय/तृतीय भाषा

हिंदी (पूर्ण व संयुक्त) अभ्यासक्रम

१. प्रास्ताविक

हिंदी द्‌वितीय/तृतीय भाषेच्या स्तरावर हिंदी भाषेचा पाठ्यक्रम तयार करण्यासंबंधी मार्गदर्शक तत्वे :

राष्ट्रीय स्तरावरील सामाजिक, आर्थिक, प्रशासनिक, राजकीय, व्यावसायिक आणि सर्वसामान्यपण व्यावहारिक गरजा पूर्ण करण्याच्या दृष्टीने शालेय शिक्षणाच्या एका विशिष्ट पातळीवर द्‌वितीय भाषा म्हणून हिंदीच्या शिक्षणाला आरंभ केला जातो. भाषेच्या ज्ञानर्जनाची ही यत्नसाध्य प्रक्रिया आहे.

हिंदी ही द्वितीय भाषा म्हणून शिकण्यास सुरुवात करण्यापूर्वी विद्यार्थ्याला त्याच्या स्वतःच्या मातृभाषेतील सुमारे १०० शब्द, व्याकरणाच्या दृष्टीने वाक्यरचना करणे व विशिष्ट शब्दांच्या वाक्यात बिनचूक वापर करणे इत्यादी गोष्टी आत्मसात झालेल्या असतात. आता या नव्या पातळीवर त्याला स्वतःच्या भाषिक जकातून दुसऱ्या भाषाविश्वात पदार्पण करावयाचे असते. या प्रक्रियेत दुसरी भाषा शिकताना, त्या भाषेतील विचार ऐकताना, बोलताना, लिहिताना आणि वाचताना त्याला अनेक प्रकारच्या अडचणींना तोंड द्यावे लागते.

भारतासारख्या बहुभाषी राष्ट्रीय विभिन्न भाषिक लोकांना परस्पर व्यवहार करता यावेत यासाठी संपर्क भाषा म्हणून व्यापक स्वरूपात हिंदी भाषेच्या शिक्षणाचे व तिच्या प्रचार-प्रसाराचे महत्त्व मोठे आहे; ही गोष्ट सर्व विचारवंतांनी आणि शिक्षणशास्त्रज्ञांनी वेळोवेळी मान्य केलेली आहे. अनेक शिक्षण आयोगांनी हिंदी भाषेच्या शिक्षणाच्या महत्त्वावर जोर दिला आहे. भारताच्या राज्यघटनेतील तरतुदीप्रमाणेही राष्ट्रीय पातळीवर विचार विनिमय, प्रशासन, शिक्षण, व्यापार, संचार व पर्यटन यांच्या दृष्टीने हिंदी भाषेचा प्रचार-प्रसार जितका लवकर होऊ शकेल, तितका तो राष्ट्राच्या दृष्टीने हितकारक ठरेल.

अहिंदी भाषी विद्यार्थ्यांनी हिंदीचे अध्ययन करण आणि त्याबरोबर हिंदी भाषी विद्यार्थ्यांनी कोणत्या तरी एका अन्य भारतीय भाषेचे अध्ययन करणे ही गोष्ट हिंदीसह सर्वच भारतीय भाषांच्या भाषिक आणि साहित्यिक समृद्धीसाठी आवश्यक आहे. संपूर्ण देशात राष्ट्रीय एकात्मतेची भावना विकसित व्हावी या दृष्टीने हिंदीचे अध्ययन मोलाचे ठरेल.

राष्ट्रीय शिक्षणविषयक धोरणानुसार शालेय पातळीवर प्रत्येक विद्यार्थ्याला द्‌वितीय भाषा म्हणून हिंदी भाषा प्राथमिक शाळेच्या कोणत्याही वर्गापासून शिकविली जाऊ शकते. तथापि महाराष्ट्रात हिंदीचे अध्ययन अध्यापन पाचव्या इयत्तेपासून सुरू केले जावे, असे निश्चित करण्यात आले आहे.

''राष्ट्रीय शैक्षणिक अनुसंधान व प्रशिक्षण परिषद'' या संस्थेने राष्ट्रीय शिक्षणक्रमांचा जो आराखडा तयार केला आहे. त्यानुसार दोन भारतीय भाषा आणि इंग्रजी अशा एकूण तीन भाषांचे शिक्षण दहाव्या इयत्तेपर्यंत द्यावयास हवे.

या व्यवस्थेनुसार द्वितीय/तृतीय स्तरावर हिंदीच्या अध्ययनासाठी सहा वर्षापर्यंतचा कालावधी उपलब्ध होईल.

हिंदी भाषी भारतीय विद्यार्थ्यांना हिंदी ही काही अगदी नवीन भाषा आहे, असे मुळीच नाही. द्वितीय भाषा किंवा तृतीय भाषा म्हणून हिंदीच्या शिक्षणाच्या दृष्टीने ही गोष्ट लक्षात ठेवली पाहिजे. सिनेमा, दूरदर्शन, रेडीओ या सारख्या संपर्क माध्यमांची उपलब्धता व दळणवळणाच्या सोयी यामुळे हिंदी आता एखाद्या परदेशी भाषेप्रमाणे अनोळखी भाषा अशी मुळीच वाटत नाही. त्याप्रमाणे हिंदी व इतर संस्कृतीत्भव भाषा यांच्या शब्द संपतोत, वाक्यरचनेत जे साम्य आहे, त्याचा हिंदी भाषेच्या अध्यापनात पूर्ण लाभ करून घेतला पाहिजे. सध्या अहिंदी भाषी राज्यांपैकी काही राज्यांत हिंदी द्वितीय भाषा म्हणून व काही राज्यांत तृतीत भाषा म्हणून शिकविली जात आहे. पण या सर्वच राज्यांत हिंदी शिक्षणाच्या दृष्टीने एकरूपता आणणे इष्ट ठरेल. यादृष्टीने (अपवाद सोडून) प्रत्येक राज्यात हिंदीच्या अध्यापनाला कमीत कमी ५-६ वर्षे मिळू शकतील. कोणत्याही भाषेच्या व्यवहारात नैपुण्य प्राप्त होणे हे त्या भाषेच्या शिक्षणाला दिल्या जाणाऱ्या एकूण वेळावर अवलंबून असते. या दृष्टीने हिंदीच्या अध्यापनाला प्रत्येक आठवड्यात जितक्या अधिक तासिका दिल्या जातील तितके ते फायद्याचे ठरेल. सर्वसाधारणपणे प्रत्येक आठवड्यात कमीत कमी ४ आणि संपूर्ण वर्षात सुमारे १२० तासिका विद्यार्थ्यांना हिंदी शिकण्यासाठी दिल्या पाहिजेत. प्रत्येक वर्गासाठी आखण्यात येणारा त्रमबद्ध अभ्यासक्रम हा हिंदीच्या शिक्षणासाठी त्या त्या वर्गातील दिल्या जाणाऱ्या तासिकांच्या संख्येशी सुसंगत असा असावयास हवा.

प्राथमिक, उच्च प्राथमिक आणि माध्यमिक शाळांतील वर्गांना हिंदी भाषा ज्या सर्वसामान्य उद्देशांनी शिकवावयाची सोय आहे, ते उद्देश प्रथम सुस्पष्ट करून घ्यावयास हवेत आणि पत्येक पातळीवर हिंदी भाषेची भाषिक कौशल्ये आत्मसात करण्यासाठी या मुख्य प्रक्रियांमध्ये हिंदी भाषेच्या शिक्षणाचे धोरण व्यावहारिक पातळीवर क्रमाक्रमाने राबविले पाहिजे.

२. द्वितीय/तृतीत भाषा हिंदी शिक्षणाची उद्दिष्टे

२.१ सर्वसामान्य उद्दिष्टे :

(१) हिंदीचे शुध्द उच्चार;

(२) हिंदीत सोप्या विषयावर संभाषण;

(३) प्रामुख्याने सोप्या हिंदीतील गद्य उतारे, गोष्टी, संवाद, तसेच सोप्या कविता, अर्थबोधासह वाचणे;

(४) हिंदीत पत्र लिहिणे;

(५) व्यावहारिक हिंदी व्याकरणाची तोंडओळख;

(६) हिंदीतून मातृभाषेत सोप्या मजकुराचा अनुवाद करणे;

(७) अभ्यासलेल्या हिंदी शब्दसंग्रहांच्या अनुषंगाने बालसाहित्य वाचणे;

(८) चित्रपट, रेडिओ आणि दूरदर्शनचे कार्यक्रम ऐकून व पाहून मनोरंजन व ज्ञानार्जन करण्याची क्षमता वाढविणे;

(९) भारताच्या सर्वसमावेशक व विविधतेने नटलेल्या समन्वयात्मक संस्कृतीचा स्थूलमानाने परिचय करून देणे व त्यांच्यात राष्ट्रीय भावना जागृत करणे;

(१०) भारताच्या राष्ट्रीय जीवनातील हिंदीचे महत्त्व समजावून देण.

२.२ भाषिक शिक्षणाची उद्दिष्टे :

भाषिक कौशल्यांच्या पूर्ततेसाठी

(क) ऐकणे व बोलणे याबाबत अपेक्षित क्षमता

(१) हिंदीतील ध्वनि-उच्चार ऐकून मातृभाषेतील जवळजवळ सारख्या असलेल्या ध्वनि-उच्चारांशी तुलना करता येणे

उदा. इ-ई, उ-ऊ, ए-ऐ, ओ-औ
अल्पप्राण, महाप्राण, घोष, अघोष.
अनुस्वार व चंद्रबिंदू यातील फरक स्पष्ट करणे.
उदा. हंस-हंस

खालील वर्णाच्या उच्चारातील भेद स्पष्ट करणे.

ष — ख　　क्ष — ख
छ — क्ष
ड — ढ　　ड — ड़, ढ — ढ
ब — व　　य — ज, स — श — ष.

(२) हिंदीतील सर्व प्रकारच्या ध्वनींचा स्वतंत्रपणे व स्पष्ट मानक शब्दात उच्चार करता येणे;

(३) संयुक्ताक्षरयुक्त शब्दांचा शुध्द उच्चार करता येणे;

(४) बोलताना लय, ताल, बलागात इत्यादींचा सुयोग्य उपयोग करता येणे;

(५) व्याकरणशुध्द वाक्य बोलता येणे;

(६) हिंदीत दिल्या गेलेल्या सामान्य सूचनांचा अर्थ समजणे;

(७) सोप्या विषयावरील सर्वसामान्य संभाषणात भाग घेता येणे;

(८) हिंदीत सोप्या कविता म्हणणे आणि गोष्टी सांगता येणे;

(९) ओळखीच्या किंवा अनोळखी व्यक्तींना आपले म्हणणे हिंदीतून समजावून सांगणे;

(१०) हिंदीतील सोप्या संवाद कार्यक्रमात साभिनय भाग घेणे;

(११) चित्रपट, दूरदर्शन व रेडिओचे हिंदी कार्यक्रम मनोरंजन व ज्ञानार्जन करण्यासाठी ऐकणे.

(ख) वाचणे व समजणे याबाबत अपेक्षित क्षमता

(१) हिंदीतील सर्व लिपिसंकेत समजणे;

(२) हिंदीतील शब्द आणि वाक्ये शुध्द उच्चारांसह वाचता येणे;

(३) सुवाच्य लेखन असलेली पत्रे इ. मजकूर वाचता येणे;

(४) सोपे संवाद असलेले पाठ, गोष्टी, रोचक निबंध, प्राण्यांची वर्णने इत्यादी अर्थबोधासह समजून वाचता येणे;

(५) पाठ्यवस्तुत अंतर्भूत असलेल्या मध्यवर्ती कल्पना आणि विशेष सूचना किंवा विचारासंबंधी अंश शोधून काढता येणे;

(६) वाचलेल्या मजकुरावर आधारित प्रश्नांची उत्तरे देता येणे.

(ग) अपेक्षित लेखन क्षमता

(१) हिंदीतील सर्व ध्वनि-चिन्हे आणि त्यायोगे बनलेल्या शब्दांचे सुवाच्य लेखन करता येणे;

(२) परिचित शब्द मान्य लेखन पध्दतीच्या वर्तनीनुसार शुध्द लिहिता येणे;

(३) सोप्या विषयावर काही वाक्ये किंवा एक-दोन परिच्छेद लिहिता येणे;

(४) हिंदीत पत्र लिहिता येणे;

(५) चित्रांच्या आधारे किंवा मुद्यांवरून गोष्ट लिहिता येणे;

(६) व्याकरणदृष्ट्या शुध्द भाषेचा उपयोग करता येणे;

(७) हिंदीतून मातृभाषेत भाषांतर करता येणे.

२.३ उद्दिष्टांच्या पूर्ततेच्या दृष्टीने काही सूचना

(१) भाषा-व्यवहार म्हणजे मुख्यत्वेकरून श्रवण आणि भाषण या क्रियांचे क्षेत्र होय. यापुढील क्षेत्र म्हणजे वाचन आणि लेखन, परंतु भाषा शिक्षणाच्या व्यवहारात मात्र याच्या उलट स्थिती असलेली दिसते. भाषा-शिक्षण क्षेत्रात श्रवण आणि भाषण या अवस्था वाचन लेखनानंतर येतात, असे आजचे चित्र आढळते. भाषेच्या परीक्षेमध्ये मुख्यतः वाचन आणि लेखन यांचीच परीक्षा घेतली जाते. आपल्या परीक्षा पध्दतीत श्रवण आणि भाषण यामध्ये विद्यार्थ्याने किती नैपुण्य प्राप्त केले आहे, याचे मूल्यमापन करावयास आज फारसा वाव नाही.

(२) भाषिक व्यवहाराच्या सरावानेच भाषा आत्मसात केली जाते. म्हणून याबाबतीत विद्यार्थ्यांना अधिकाधिक क्रियाशील ठेवावयास हवे. भाषा शिक्षणाच्या प्राथमिक अवस्थेत विद्यार्थ्यांनी शिक्षकांचे मौखिक अनुकरण करावयास हवे. परिणामत: ते हळूहळू स्वत:च शब्द आणि वाक्य बोलू लागतील. विद्यार्थ्यांना हिंदी बोलण्याची संधी जितकी अधिक मिळाले, तितकीच अधिक योग्यता ते हिंदी भाषेचा वापर करण्यात संपादन करू शकतील.

(३) सुरुवातीपासूनच विद्यार्थ्यांच्या शुद्ध उच्चाराकडे लक्ष द्यावयास हवे. त्यांच्या मातृभाषेच्या उच्चारपद्धतीचा परिणाम सुरुवातीला त्यांच्या हिंदीच्या उच्चारांवर होत असलेला दिसेल. तरीपण त्यांना योग्य मार्गदर्शन करून त्यांच्या उच्चारातील दोष यत्नपूर्वक हळूहळू दूर केले जाऊ शकतील.

(४) सुरुवातीला काही दिवस फक्त मौखिक शिक्षण द्यावे. त्यानंतर जेथे विद्यार्थ्यांना देवनागरी लिपीची ओळख नाही अशा काही शाळांमध्ये या लिपीची ओळख करून द्यावी. तसेच या लिपीचिन्हांपासून बनणारे शब्द आणि वाक्ये यांचा सराव करून घ्यावा. वाचनाचा काही दिवस सराव करून झाल्यावर विद्यार्थ्यांना लिहिण्याचाही सराव होईल.

(५) भाषा शिक्षणात पाठ्यपुस्तके, अभ्यासपुस्तिका व इतर सहाय्यक शैक्षणिक साधने यांचा भरपूर उपयोग करून घेतला पाहिजे. वर्गातील शैक्षणिक कार्यक्रमाखेरीज, वर्गाबाहेर प्रार्थना, सभा, क्रीडांगण व इतर अनौपचारिक प्रसंग ह्यात विद्यार्थ्यांना हिंदीत बोलण्याच्या दृष्टीने संधी देऊन त्यांना याबाबतीत अधिकाअधिक उत्तेजन द्यावयास हवे. रेडिओ, दूरदर्शन इत्यादी माध्यमांतून प्रसारित होणारे कार्यक्रम ऐकविले व दाखविले पाहिजेत.

तसेच हिंदीत प्रकाशित होणाऱ्या बालसाहित्य पत्रिकात आलेल्या सरळ व सोप्या हिंदीत लिहिलेल्या गोटी व कविता संकलित कराव्यात आणि त्या शाळेच्या भित्ति-फलकावर किंवा फ्लॅनेल बोर्डावर प्रदर्शित कराव्यात.

तात्पर्य असे की, हिंदी भाषा शिकण्याच्या आणि शिकविण्याच्या दृष्टीने जितकी संधी मिळेल. तितकी घेऊन तिच्या अधिकाधिक फायदा करून घेतला पाहिजे.

हिंदीच्या अध्यापन-प्रणालीचे अंतिम स्वरूप हिंदी भाषा शिकविणारे शिक्षकच आपापल्या प्रादेशिक गरजा लक्षात घेऊनच निश्चित करू शकतील.

पाठ्यपुस्तके, अभ्यासपुस्तिका, लेखनपुस्तिका, ध्वनिफिती, सचित्राक्षर पत्ते इत्यादी शैक्षणिक साधनसामुगआी शिक्षकांना आपले कार्य करीत असताना फक्त सहाय्यक म्हणूनच सिद्ध होणारी आहे. ती भाषा शिक्षकांचे व्यक्तिमत्त्व आणि अध्यापन कार्यासंबंधी सारासार विवेक यांचे स्थान घेऊ शकणार नाही. भाषेच्या परिणामकारक अध्यापनाच्या दृष्टीने शिक्षकाला आपल्यासाठी अध्यापनसामुग्री स्वत:च वाढवावी लागेल. वर्गातील वातावरण जर प्रतिसादात्मक असेल व विद्यार्थ्यांना निरनिराळ्या प्रसंगी हिंदीत बोलण्यास अधिकाधिक संधी उपलब्ध करून दिली जाऊ शकेल; तर विद्यार्थ्यांचे भाषाव्यवहारातील कौशल्य विकसित होण्यात कोणतीच अडचण येणार नाही. यासाठी वर्गात विद्यार्थ्यांना हिंदीत अधिकाधिक संभाषण करण्याची संधी मिळेल, यादृष्टीने

प्रयत्न करावयास हवा. यासाठी शिक्षक व विद्यार्थी यांच्या आणि विद्यार्थ्यांमध्ये आपापसात हिंदीत प्रश्नोत्तरे होतील अशी संधी उपलब्ध करून द्यावयास हवी.

बऱ्याचशा भारतीय भाषांच्या शब्दसंपत्तीत बरेच शब्द समान आहेत, म्हणून विद्यार्थ्यांची हिंदी शब्दसंपत्ती जलद गतीने विकसित होऊ शकेल. परंतु या भाषांत कित्येक शब्द असेही आहेत की ते अक्षरांच्या दृष्टीने समान असूनही अर्थाच्या दृष्टीने त्यात वेगळेपणा आढळतो. अशा समरूपी पण भिन्नार्थी शब्दांकडे विद्यार्थ्यांचे लक्ष वेधून घ्यावयास हवे. शेवटी आणखी एक मुद्दा सांगावयाचा म्हणजे द्वितीय/तृतीय भाषा म्हणून हिंदी शिकविली जात असताना हिंदी भाषेच्या अध्ययन आणि अध्यापनाची वाटचाल मातृभाषेच्या अध्यापनाच्या तुलनेत काही अंशी मंदावण्याची शक्यता आहे. ही गती हळूहळू वाढवावी यादृष्टीने हिंदीच्या शिक्षकांनी आपापल्या अध्यापन कार्याचे नियोजन काळजीपूर्वक आणि यत्नपूर्वक करणे आवश्यक आहे. कोणत्याही भाषेवर प्रभूत्व प्राप्त करण्याचा एकमेव उपाय जर कोणता असेल तर तो हा की, त्या भाषेचा सतत अभ्यास करीत राहणे. हा सराव जितका अधिक रोचक आणि प्रसंगानुरूप असेल तितक्याच शीघ्र गतीने विद्यार्थ्यांना भाषिक ज्ञानार्जन करून घेता येईल.

३. मूल्यांचे शिक्षण

(१) स्वतंत्र प्रजासत्ताक राष्ट्रीय समाजात नागरिक म्हणून वावरताना प्रत्येक व्यक्तीवर मूल्यांचे संस्कार होणे आवश्यक आहे. नागरिक म्हणून जीवनात पदार्पण करण्यापूर्वीच्या काळाजील विद्यार्थीदशेत विविध नैतिक मूल्यांचा संस्कार करण्याची जबाबदारी सहाजिकच शाळेवर येऊन पडते.

(२) शालेय जीवनात विद्यार्थ्यांवर विद्यार्थी एक व्यक्ती म्हणून, कुटुंबाचा एक घयक म्हणून, परिसराचा एक घटक म्हणून व समाजाचा एक घटक म्हणून नैतिक मूल्यांचा संस्कार होणे आवश्यक ठरते. हे संस्कार अभ्यासक्रमातील विविध विषयांतून होण अपेक्षित आहे.

(३) शालेय अभ्यासक्रम-विशेषतः इ. १ ते ८ चा तयार करताना, नैतिक शिक्षणाची उद्दिष्टे विचारात घेतल्यास त्याप्रमाणे शाळेतील अध्ययन-अध्यापन व एकूण कार्यक्रमाची आखणी व कार्यवाही करण्यात निश्चित दिशा प्राप्त होईल.

(४) नैतिक शिक्षणाच्या प्रकल्पासाठी १३ निर्धारित केलेल्या प्रातिनिधिक मूल्यांवर आधारित व उद्दिष्टांच्या संदर्भात अभ्यासक्रम तयार केला तर ते फलदायी होईल.

(५) नैतिक शिक्षणाची १३ मूल्ये खालीलप्रमाणे आहेत :-

(१) स्वच्छता (२) स्वावलंबन (३) कर्तव्यदक्षता, नियमितपणा (४) श्रमनिष्ठा (५) विज्ञाननिष्ठा (६) शुचिता (७) समता (८) बंधुता (९) सर्वधर्मसमभाव आणि आदरभाव (१०) भूतदया (११) निसर्गप्रेम (१२) निर्भयता (१३) खिलाडूवृत्ती

(६) वरील नैतिक मूल्ये अभ्यासक्रमांच्या माध्यमातून विद्यार्थ्यांच्या मनात रूजविल्यास नैतिक शिक्षणाची पुढील उद्दिष्टे साध्य व्हावीत.-

(१) व्यक्ती म्हणून निरोगी व निरामय स्वरूपाचे अंतर्बाह्य जीवन जगता येण;

(२) कुटुंबातील घटक म्हणून कुटुंबातील व्यक्तींशी आदरयुक्त व जिव्हाळ्याचे संबंध प्रस्थापित होणे;

(३) ज्या परिसरात आपण वाढतो, त्या परिसरातील कलाकृती, निसर्ग, प्राणी यांचे संरक्षण जोपासना व त्याबद्दल प्रेम वाढीस लावणे;

(४) समाजाचा एक घटक म्हणून सामाजिक बांधिलकी व धर्मनिरपेक्ष सामाजिक एकसंधता यास आवश्यक असणाऱ्या सामाजिक मूल्यांचा संस्कार करणे;

(५) स्वतंत्र राष्ट्राचा नागरिक म्हणून राष्ट्रीय एकात्मता व राष्ट्रीय विकास यास पोषक मूल्यांचा संस्कार करणे.

(७) वर दिलेल्या मूल्यांच्या संदर्भात कार्यात्मक व्याख्या पुढे दिल्या आहेत.

(१) **स्वच्छता :-** स्वत:चे शरीर व स्वत:च्या नेहमीच्या वापरात येणाऱ्या वस्तू आणि सभोवतालचा परिसर स्वच्छ ठेवण्याची तत्परता आणि कृतिशीलता दैनंदिन वर्तनात सातत्याने दाखविणे म्हणजे स्वच्छता.

(२) **स्वावलंबन :-** दैनंदिन व्यवहारातील स्वत:ची जी कामे स्वत: करण्यासारखी आहेत ती कामे स्वत: सातत्याने करणे म्हणजे स्वावलंबन

(३) **कर्तव्यदक्षता :-** परिसरातील सार्वजनिक मालमत्ता, वस्तु, प्राणिमात्र व इतर व्यक्ती यांच्याशी असलेले आपले नाते हितकर व्हावे यासाठी तत्परतेने कृती करणे म्हणजे कर्तव्यदक्षता.

(४) **श्रमनिष्ठा :-** कोणतेही शारीरिक श्रम किंवा कष्टाचे काम हे कमी दर्जाचे न मानता स्वच्छेने आणि उत्स्फूर्तपणे करण्याची तयारी असणे म्हणजे श्रमनिष्ठा.

(५) **विज्ञाननिष्ठा :-** त्याज्य रुढी, अनिष्ट परंपरा आणि अंधविश्वास यांचे दडपण न स्वीकारता विचारात व आचारात वैज्ञानिक दृष्टीकोन स्वीकारण म्हणजे विज्ञाननिष्ठा.

(६) **शुचिता :-** आपल्या मनातील वाईट विचार काढून टाकून मन शुद्ध करण म्हणजे शुचिता.

(७) **समता :-** कोणत्याही स्वरुपाच्या संकुचित भूमिकेतून माणसामाणसात भेद न करता सर्वांना सारखे समजून आचरण करणे म्हणजे समता.

(८) **बंधुता :-** आपल्या भावाबहिणींसंबंधी वाटणारी आत्मीयता इतर जनांसंबंधी बाळगणे व प्रकट करणे म्हणजे बंधुता.

(९) **सर्वधर्मसमभाव व आदरभाव :-** सर्व धर्मातील व सर्व मानवी समूहातील श्रेष्ठ व ज्ञाची व्यक्ती, कलाकार, शास्त्र इत्यादींचे मोठेपण मान्य करण आणि ते वाणी, विचार व आचार यातून प्रकट करणे म्हणजे आदरभाव.

(१०) **भूतदया :-** सृष्टीतील मानवतेतर प्राणिमात्रांनाही प्रतिष्ठा आहे. या जाणिवेने त्यांच्याशी ममतेने वागणे म्हणजे भूतदया.

(११) **निसर्गप्रेम :-** निसर्गाचे स्वयंमूल्य व सौंदर्य यांच्या जाणिवेतून निसर्गाविषयी निरपेक्ष स्वरूपाची आत्मीयता बाळगणे व प्रकट करणे म्हणजे निसर्गप्रेम.

(१२) **निर्भयता :-** विवेकाला पटलेल्या गोष्टी, परिणामाची किंवा टीकेची पर्वा न करता स्पष्टता मांडणे वा प्रत्यक्ष आचरणात आणणे म्हणजे निर्भयता.

(१३) **खिलाडू वृत्ती :-** क्रीडा, विनोद, स्पर्धा, चर्चा इत्यादींमध्ये होणारा जय, पराजय, मतभेद, टीका यांचा हसतमुखाने निर्मळ मनाने स्वीकार करणे अणि प्रतिपक्षाविषयी गुणग्राहकता दाखविण म्हंणजे खिलाडू वृत्ती.

(८) नैतिक शिक्षणाची मूल्ये अभ्यासक्रमातील घटक व पाठ्यक्रम विद्यार्थ्यांवर बिंबवता यावीत यासाठी अभ्यासपूर्वक अभ्यासानुवर्ती नित्य, नैमित्तिक, भाषिक, कार्यात्मक उपक्रमात भरपूर वाव मिळेल याचा विचार व्हावा.

(९) अभ्यासक्रम माध्यमाशिवाय वरील मूल्ये रुजविण्यासाठी सांस्कृतिक कार्यक्रम, परिसर व स्वप्रेरणात्मक उपक्रम या माध्यमांचाही विचार होण आवश्यक आहे.

३.१ मूल्याधिष्ठित उपक्रमानुसार भाविक क्षमतादर्शक तक्ता

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(१)	स्वातंत्र चळवळीचा इतिहास	(१) स्वातंत्र्य सैनिकाची चित्रे जमा करणे;		
		(२) स्वातंत्र्यवीरांची चरित्रे वाचणे;	गोष्टीरुप बंधुता	वाचन, आकलन
		(३) वयोगटाप्रमाणे ३ ते ५ देशभक्तिपर गाणी चालीवर म्हणणे व पाठ करणे.		वाचन, पाठांतर
(२)	भारतीय संस्कृंतीचा वारसा	(१) गोष्टीरूप रामायर वाचण्यास उपलब्ध करून देणे;	भूतदया	वाचन
		(२) महाभारतातील कथा गोष्टी रुपाने वर्गात सांगणे;	बंधुता, शुचिता	कथाकथन
		(३) भारतीय संस्कृतीच्या प्रतिक चिन्हांची ओळख (कमळ, कलश);		
		(४) महाभारतातील कथांच्या वर आधारित कथा कथन स्पर्धा घेणे.		
(३)	लोकशाही	(१) प्रसंगाद्वारे लोकशाहीची संकल्पना स्पष्ट करणे;		श्रवण
		(२) समता-सर्व भाषांविषयी समानतेची भावना जागृत करणे;	समता	साभिनय वाचन
		(३) शिक्षकांनी आपल्या अध्यापन कार्यात लोकशाही तत्त्वांचा अवलंब करण.	सर्वधर्म-समभाव	
(४)	सर्वधर्मसमभाव	(१) धर्म संस्थापकांच्या छायाचित्रांचा संग्रह करणे;	सर्वधर्म-समभाव	

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		(२) धर्मोपदेशकांच्या जीवनातील विशेष प्रसंगांचे नाट्यीकरण करणे;	आदरभाव	नाट्यवाचन (साभिनय वाचन)
		(३) सर्व धर्मांच्या मूल्यतत्त्वांची ओळख करून देणे.		
(५)	स्त्री-पुरुष समानता	(१) वर्गामध्ये शैक्षणिक अनुभवांच्या बाबतीत समानता राखणे;	समता	
		(२) ऐतिहासिक पराक्रमी स्त्री-पुरुषांच्या कथा ऐकवणे;		कथाकथन
		(३) समाज सुधारकांची चरित्रे वाचणे;	वाचन	
		(४) स्वातंत्र्य लढ्यातील प्रामुख्याने स्त्रियांच्या कर्तबगारीवर आधारित नाट्य प्रसंग सादर करण.		नाट्यवाचन
(६)	पर्यावरणाचा समतोल राखणे	(१) निसर्ग आणि बालक यामधील सहसंबंध स्पष्ट करणे;		श्रवण
		(२) विविध वेली- वनस्पतींची निसर्गप्रेम माहिती करून देणे;		
		(३) विविध फुलांची उपयुक्तता व सौंदर्य पारखण्याची दृष्टी देणे;		
		(४) वनस्पतीचा औषध उपयोग कथन करणे.		
(७)	सामाजिक कुंपणे तोडणे	(१) शाळेत सामाजिक समतेची जाणीव रुजविणे;	समता	
		(२) पसायदानासारख्या विचारांचे राष्ट्रभाषेत भाषांतर करणे;	निर्भयता	आकलन भाषांतर

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		(३) पसायदान यासारख्या पद्य वेच्यांचं पाठांतर करणे.		पाठांतर
(८)	वैज्ञानिक प्रगती व तंत्रज्ञानाचा विकास यांची जाणीव निर्माण करणे.	(१) शास्त्रज्ञांची चरित्रे वाचणे (२) विज्ञान कथांचे कथन करणे.	विज्ञाननिष्ठा	वाचन कथाकथन
(९)	आंतरराष्ट्रीय सामंजस्य व शांती	(१) पंचशील ही कल्पना समजावून देणे	बंधुता, समता	लेखन कौशल्य हस्ताक्षर शुद्धलेखन
		(२) आंतरराष्ट्रीय सामंजस्याची कल्पना व ती कशी साध्य होईल ते सांगणे;		
		(३) संयुक्त राष्ट्रसंघाच्या कार्याचा परिचय करून देणे;		
		(४) शांततेचे महत्त्व सांगणे;		
		(५) आंतरराष्ट्रीय संस्थांचा परिचय देणे.		
(१०)	सामाजिक व आर्थिक विषमता व त्यावरील उपायांची ओळख	(१) सामाजिक विषमतेची कल्पना देणे;	समता	
		(२) आर्थिक विषमतेची कल्पना देणे;	स्वावलंबन	श्रवण
		(३) सामाजिक व आर्थिक विषमतेची दरी दूर करण्यासाठी शालेय जीवनापासून प्रारंभ करणे;	श्रमनिष्ठा	आकलन
		(४) आर्थिक विषमतेचे तोटे कथन करणे.		

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(११)	भारतीय घटनेबद्दल आदर	(१) घटनेच्या शिल्पकारांच्या चरित्रांचे वाचन:	समता, बंधुता	श्रवण
		(२) भारतीय घटनेची तोंडओळख करून देणे;	सर्वधर्मसमभाव	आकलन
		(३) नागरिकांचे अधिकार व कर्तव्ये यांची जाणीव करून देणे.		
(१२)	छोट्या परिवाराच्या आदर्शांचे पालन करणे.	(१) ''कुटुंब लहान तर सुख महान'' ही संकल्पना रूजविणे;	कुटुंब-कल्याण	सुलेखन, कथाकथन
		(२) छोट्या परिवाराच्या संकल्पनेच्या संदर्भातील विविध वाचनांचा संग्रह करणे.	लोकसंख्या शिक्षण	सुलेखन
(१३)	वैज्ञानिक दृष्टीकोन विकसित करणे.	(१) वैज्ञानिक दृष्टीकोनाचा अर्थ स्पष्ट करणे;		श्रवण
		(२) या विषयावरील कथाकथन	विज्ञाननिष्ठा	कथाकथन
(१४)	ग्रामीण जीवन व शहरी जीवन यांतील विषमता दूर करणे.	(१) ग्रामीण व शहरी जीवनाचा अभ्यास करणे;	समता	कथन श्रवण
		(२) ग्रामीण व शहरी जीवनावर आधारित अनुभव कथन करणे.		
(१५)	राष्ट्रीय व सामाजिक एकात्मतेची जोपासना	(१) राष्ट्रगीत नीट म्हणता येणे;	राष्ट्रनिष्ठा	पाठांतर
		(२) राष्ट्रगीताचा व प्रतिज्ञेचा अर्थ स्पष्ट करणे;	समता, बंधुता	आकलन
		(३) राष्ट्रीय नेत्यांची ओळख करून देणे.		
(१६)	ऊर्जेची जपणूक	(१) ऊर्जेचे स्रोत संपणारे आहेत याची जाणीव देणे;	काटकसर	श्रवण

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		(२) ऊर्जेच्या अनाठायी वापरावर प्रतिबंध लावणे;	विज्ञाननिष्ठा	आकलन
		(३) पर्यायी ऊर्जा साधनांचा वापर कसा आवश्यक आहे. याचे स्पष्टीकरण करणे;		
		(४) पर्यायी ऊर्जा साधनांची ओळख व प्रात्यक्षिके.		
(१७)	नागरिकांचे हक्क व कर्तव्ये याबद्दल जाणीव निर्माती	(१) स्वतंत्र भारताचा नागरिक ही संकल्पना समजून घेणे;	बंधुता समभाव	वाचन
		(२) नागरिकत्वांची कर्तव्ये व अधिकार लिहिणे.		लेखन

४. द्वितीय/तृतीय भाषास्तरावर हिंदीचा पूर्ण व संयुक्त पाठ्यक्रम (इयत्ता ६ वी ते ८ वी)

आपल्या मातृभाषेबरोबरच विद्यार्थ्यांनी द्वितीय/तृतीय भाषांचा अभ्यास करावा अशी अपेक्षा आहे. भारत हा बहुभाषिक देश असल्यामुळे प्रत्येक राज्यात वेगवेगळ्या भाषा बोलल्या जातात. स्वाभाविकच हिंदी भाषेला संपर्क भाषा म्हणून काम करावे लागणार आहे. या भाषेच्या परिचयामुळे विद्यार्थ्यात भावनात्मक ऐक्य वाढीस लागेल. हिंदीतून बोललेले त्यांना सहज समजेल व ते हिंदीतून बोलू शकतील. हिंदी भाषिक किंवा इतर भाषिक प्रदेशात गेल्यानंतर तेथील व्यक्तींशी त्यांना संभाषण करता येईल. त्यांच्याशी जवळीक साधता येईल.

ज्या विद्यार्थ्यांची मातृभाषा मराठी किंवा इंग्रजी आहे त्यांना इ. ५ वी पासून हिंदीचा अभ्यास करावा लागेल. कोणतीही भाषा आत्मसात करावयाची म्हणजे ती चांगली ऐकता, वाचता आणि लिहिता यायला हवी. दैनंदिन व्यवहाराची भाषा ही सामान्य भाषा असते. त्यात मर्यादित शब्दांचा वापर केला जातो. ५ वी ते ८ वी या इयत्तांमध्ये शिकणाऱ्या विद्यार्थ्यांना प्रामुख्याने ही व्यवहारातील हिंदी भाषा चांगली अवगत झाली पाहिजे. त्यांच्या हिंदीच्या शब्दभांडारात सुमारे २,००० शब्दांचा भरणा असावयास हवा. इ. ५ वी पासून टप्प्याटप्प्याने हे शब्दभांडार समृध्द होत गेले पाहिजे.

४.१ उद्दिष्टे -

हिंदी द्वितीय भाषा म्हणून शिकविताना पुढील उद्दिष्टे डोळ्यांसमोर ठेवावीत :-

(१) हिंदीचा संपर्क भाषा म्हणून उपयोग करण्यास मुलांनी समर्थ व्हावे,

(२) मुलांमध्ये आपली राष्ट्रभाषा म्हणून हिंदीबद्दल प्रेम निर्माण व्हावे;

(३) मुलांमध्ये हिंदी भाषेतून भावनात्मक ऐक्य निर्माण व्हावे;

(४) हिंदी भाषेत व्यक्त केलेले विचार ऐकून व वाचून त्यांचे सहजपण आकलन करता यावे;

(५) सोप्या हिंदीत संभाषण करता यावे;

(६) आपले विचार सोप्या व शुद्ध हिंदीत लिहिता यावेत.

४.२ उपक्रम

या सर्व क्षमता विकसित करण्यासाठी काही अतिरिक्त उपक्रम आयोजित करावे लागतील. इ. ६ वी ते इ. ८ वी च्या विद्यार्थ्यांसाठी पुढील उपक्रम घ्यावेत :-

(१) हिंदी दिवस, जयंती, पुण्यतिथी ... यासारखे दिन-विशेष साजरे करणे.

(२) हिंदी संवाद बसवून घेणे.

(३) आकाशवाणीवरील हिंदी कार्यक्रम ऐकविणे.

(४) हिंदी कथाकथन स्पर्धा घेणे.

(५) हिंदी कविता गायनाची/भावपूर्ण वाचनाची स्पर्धा घेणे.

(६) हिंदीतील गोष्टींची सोपी पुस्तके वाचण्यास देणे.

(७) समानार्थी व विरूद्धार्थी शब्दांचा संग्रह करण्यास सांगणे.

(८) शब्दसमूहासाठी एक शब्द शोधून त्यांचा संग्रह करण्यास सांगणे.

(९) हिंदी कथांचे नाट्यीकरण, एकांकिकांचे मंचीकरण करून घेणे.

(१०) दैनंदिन व्यवहारात येणाऱ्या हिंदी शब्दांचा संग्रह करण्यास सांगणे.

(११) इयत्ता ८ वी तील विद्यार्थ्यांना शब्दार्थासाठी हिंदीचा शब्दकोश पाहण्याचा सराव देणे.

४.३ अध्ययननिष्पत्ती-

वर नमूद केलेली उद्दिष्टे साध्य केल्यानंतर विद्यार्थ्यांमध्ये पुढील क्षमता विकसित होणे आवश्यक आहे :-

(१) हिंदीमध्ये दिलेल्या सामान्य सूचनांचे आकलन होणे.

(२) हिंदीमध्ये व्यक्त केलेले दुसऱ्याचे विचार समजणे.

(३) आपले विचार सोप्या व शुद्ध हिंदीत व्यक्त करता येणे.

(४) मित्र किंवा एखादी अपरिचित व्यक्ती यांच्याशी सोप्या हिंदीतून बोलता येणे.

(५) हिंदी भाषेतील उच्चारांची वैशिष्ट्ये लक्षात घेऊन शुध्द व स्पष्ट शब्दोच्चार करता येणे.

(६) शुध्द उच्चार, योग्य स्वरूपात, आवाजातील चढउतार यांचा योग्य मेळ साधून हिंदीतील पाठांचे वाचन करता येण.

(७) हिंदीत पारिवारिक पत्रलेखन करता येणे.

(८) परिचित विषयांवर हिंदीत काही वाक्ये किंवा छोटासा परिच्छेद लिहिता येणे.

(९) हिंदी-संवाद, एकांकिका यात भाग घेणे.

(१०) हिंदीच्या पाठ्यपुस्तकातील उताऱ्याचा मातृभाषेत अनुवाद करता येणे.

५. इयत्तावार पाठ्यक्रम :

५.१ इयत्ता सहावी

या इयत्तेत हिंदी पाठ्यपुस्तक (संहिता) सुमारे ४० (चाळीस) पृष्ठांचे असावे. त्यात कथात्मक, संवादात्मक, वर्णनात्मक इत्यादी पाठ असावेत. गद्य पाठांव्यतिरिक्त ६० (साठ) ओळींचे पद्य असावे.

(अ) क्षमता : १. श्रवण-आकलन

१. (अ) श्रवण

हिंदीतील विशिष्ट शब्दांचे उच्चार लक्षात घेऊन तसेच अर्थ समजून घेऊन ऐकणे.

१.१ उपक्रम :

(१) हिंदीमध्ये 'ज्ञ' चा उच्चार 'ग्य' प्रमाणे केला जातो. उदा. 'ज्ञान' चा उच्चार 'ग्यान' याचा सराव देणे.

(२) हिंदीत 'ड' व 'ढ' यांचे दोन उच्चार आहेत. ज्यावेळी या दोन्ही अक्षरांच्या खाली टिंब म्हणजेच (नुक्ता) असेल तेव्हा वेगळा व नसेल तेव्हा वेगळा उच्चार करावयाचा असतो याचा सराव देणे.

उदा. डरना, डाक, बड़ा, पड़ाव, ढक्कन, ढोल, पढ़ना, बढ़ई, इत्यादी

(३) खालील उच्चारांचा विशेष सराव द्यावा :-

श, ष, स-सरिता, सुषमा, सुशील, बिभीषण, विशेषण, सर, शंकर, संकर,
छ-क्ष-कुछ, कक्षा, क्षेम, छिद्र
ड़-ढ़-कड़ाई, कढ़ाई, कडी, कढी
ज-जरा (थोडा), जरा (वृद्धत्व)

(४) सोप्या हिंदीतून मुलांशी संभाषण करणे.

(५) सोप्या हिंदीमध्ये पाठ्यपुस्तकातील कथा सांगणे.

(६) पाठ्यपुस्तकातील हिंदी कवितांचे भावपूर्ण व लयबद्ध गायन/वाचन करणे.

(७) सुमारे ४० (चाळीस) ओळी (कविता) पाठ करणे.

१.२ किमान अध्ययन निष्पत्ती :

(१) हिंदीतील विशिष्ट उच्चार लक्षपूर्वक ऐकणे व बोललेले समजून घेणे.

(२) हिंदीतील शब्दांचे उच्चार व शब्दातील विशिष्ट वर्णाखाली येणाऱ्या टिंबामुळे उच्चारात होणारा फरक काळजीपूर्वक ऐकणे व तसे बोललेले समजून घेणे.

१. (ब) आकलन

(१) संभाषणाचा आशय समजून घेणे.
(२) कथा ऐकून तिचा आशय समजून घेणे.
(३) कविता लक्षपूर्वक व रस घेऊन ऐकणे आणि तिचा आशय समजून घेणे.

क्षमता २ भाषण-संभाषण

आपले विचार सोप्या व शुद्ध हिंदीमध्ये व्यक्त करता येणे.

२.१ उपक्रम

(१) मातृभाषेतील वर्णांचे हिंदीत होणारे भिन्न उच्चार शिक्षकाने स्वतः करून दाखविणे आणि विद्यार्थ्यांकडून ते करवून घेणे. अनेक उदाहरणे देऊन सराव करणे.

उदा. हँसना, हंस (पक्षी)
संसार (मराठी), संसार (हिंदी)

(२) विद्यार्थ्यांना घर, परिवार, मित्र, शेजारी, शाळा यांच्यासंबंधी छोटे-छोटे प्रश्न विचारणे व त्यांनी थोडक्यात यासंबंधी माहिती सांगणे.

(३) चित्राच्या सहाय्याने परिचित प्रसंग व ठिकाणे यांच्याबाबतीत संभाषण घडवून आणणे.

(४) पुस्तकातील कथा प्रथम सोप्या हिंदीत सांगून त्यावर आधारलेले तोंडी प्रश्न विचारणे.

(५) विद्यार्थ्यांना वयोगटाला अनुरूप आणि परिचित विषयावर त्यांच्याशी हिंदीत संभाषण करणे.

२.२ किमान अध्ययन निष्पत्ती :

(१) शुद्ध व स्पष्ट उच्चार करता येणे, उच्चार भेद लक्षात घेऊन बोलता येणे.

(२) आपले घर, मित्र, नातेवाईक, शेजारी यांच्या संदर्भात विचारलेल्या प्रश्नांची सोप्या व शुद्ध हिंदीत पूर्ण वाक्यात उत्तरे देता येणे.

(३) सोप्या व शुद्ध हिंदीत बोलता येणे आणि संभाषणात व गप्पात सहभाग घेता येणे.

(४) प्रश्नोत्तर रूपाने मुलांना कथा सांगता येणे.

क्षमता ३ : वाचन

- मुखर वाचन (Load Reading) आणि मूक वाचन (Silent Reading) करता येणे.

३.१ **उपक्रम-**

(१) हिंदीच्या पाठ्यपुस्तकातील कथात्मक आणि वर्णनात्मक पाठांचे आदर्श वाचन करून दाखविणे व करवून घेणे.

(२) पाठ्यपुस्तकातील संवादात्मक उताऱ्यांचे साभिनय वाचन करवून घेणे.

(३) हिंदीच्या पाठ्यपुस्तकातील छोटासा परिच्छेद मनात वाचण्यास सांगणे.

३.२ **अध्ययननिष्पत्ती :**

(१) हिंदीतील शब्दाचे शुध्द व स्पष्ट उच्चार करता येणे.

(२) मातृभाषेतील त्याच वर्णाचा हिंदीत होणारा भिन्न उच्चार समजून घेवून वाचन करता येणे. उदा. ऐ, औ, हिंदीतील जोडाक्षरांचे शुद्ध उच्चार करून वाचता येणे.

(३) अर्थ समजून घेऊन मूक वाचन करता येणे.

(४) वाचनाची गती वाढविणे.

क्षमता ४ : पाठांतर

शुद्ध उच्चारणासह आशय समजून पाठांतर करणे.

४.१ **उपक्रम :**

(१) पाठ्यपुस्तकातील कविता सामुदायिकपणे चालीवर म्हणवून घेणे.

(२) कविता पाठ म्हणण्यास सांगणे.

४.२ **अध्ययननिष्पत्ती :**

(१) पाठ्यपुस्तकातील कविता पाठ करून त्या चालीवर म्हणता येणे.

(२) पाठ्यपुस्तकातील कवितांच्या सुमारे ४० (चाळीस) ओळी पाठ म्हणता येणे.

क्षमता ५ : लेखन

सोप्या व शुद्ध हिंदीमध्ये स्पष्टपणे लिहिता येणे.

५.१ **उपक्रम :**

(१) श्रुतलेखनाचा सराव देणे व फळ्यावर छोटासा हिंदी उतारा लिहून अनुलेखनाचा सराव करणे

(२) पूर्णविराम दंडाच्या स्वरूपात देण्याची सवय लावणे.

(३) स्वल्पविराम देण्याचा सराव देणे.

(४) प्रश्नांची उत्तरे हिंदीत लिहिण्याचा सराव देणे.

(५) हिंदीत श्रुतलेखनाचा सराव देणे.

(६) विद्यार्थ्यांना वर्णनात्मक लेखनाचा सराव देणे व त्यासाठी त्यांच्या अनुभव विश्वातील विषयांची निवड करणे.

(उदा. मेरा घर, मेरा खेत, मेरी पाठशाला, बगीचा, बाजार, सब्जीमंडी, डाकिया, गाय, तोता, कुत्ता इत्यादी.)

५.२ अध्ययन निष्पत्ती :

(१) फळ्यावर दिलेला पाच ते दहा ओळींचा हिंदी उतारा आपल्या वहीत बिनचूक लिहिता येणे.

(२) हिंदीमध्ये पूर्णविरामाचे चिन्ह उभी रेघ (।) या स्वरूपात असते. तसे करण्याची सवय लावून घेणे.

(३) वाक्यात पूर्णविराम व स्वल्पविराम कोठे द्यावयाचे ते समजून घेऊन तसे करण्यास शिकणे.

(४) पाठ्यपुस्तकाच्या आधारे विचारलेल्या प्रश्नांची उत्तरे थोडक्यात, सोप्या व शुद्ध वाक्यात लिहिता येणे.

(५) पाच ते आठा ओळीपर्यंत हिंदीचे श्रुतलेखन, विरामचिन्हांचा वापर करून लिहिता येणे.

(६) वर्षातून किमान आठ विषयांवर सोप्या व शुद्ध हिंदीत लेखन करणे. दिलेल्या विषयांवर सात ते आठ वाक्ये लिहिता येणे.

(७) १ ते १०० अंक अक्षरात शुद्ध स्वरूपात लिहिता येणे.

क्षमता ६ : व्याकरण

हिंदी भाषेच्या व्याकरणाचा विद्यार्थ्यांना स्थूल परिचय करून देणे.

सूचना :-

(१) व्याकरण शिकविताना व्याख्येवर भर न देता प्रयोगात्मक भागावर भर द्यावा.

(२) उद्गामी पद्धतीचा वापर करावा.

६.१ उपक्रम :

(१) उतारा देऊन त्यातील नामे ओळखण्यास सांगणे.

(२) वाक्यातील क्रियापद ओळखण्यास सांगणे.

(३) उतार देऊन त्यातील सर्वनामे ओळखण्यास सांगणे.

(४) उतारा देऊन त्यातील विशेषणे ओळखण्यास सांगणे.

(५) नामाऐवजी सर्वनामे वापरावयास सांगणे. सर्वनामात होणाऱ्या विकारांबाबतची चर्चा करणे.

(६) दोन्ही लिंगांचे शब्द एकत्र देऊन वेगवेगळ्या लिंगांचे शब्द वेगळे करावयास सांगणे.

(७) शब्दांचे लिंग बदलून शब्द लिहावयास देणे.

(८) दिलेल्या शब्दांचे वचन बदलून लिहावयास देणे.

(९) पाठ्यपुस्तकाच्या आधारे नाम, सर्वनाम, विशेषण, क्रियापद, लिंग आणि वचन यांच्यासाठी विविध उदाहरणे देऊन त्यांचा योग्य तो अभ्यास करवून घेणे.

(१०) दिलेली वाक्ये कोणत्या काळातील आहेत हे ओळखण्यास सांगणे.

(११) हिंदी वर्तनीच्या मानक नियमानुसार लेखनाचा सराव देणे.

६.२ अध्ययन निष्पत्ती :

(१) उताऱ्यातील नामे ओळखता येणे.

(२) वाक्यातील क्रियापद ओळखता येणे.

(३) उताऱ्यातील सर्वनामे ओळखता येणे.

(४) सर्वनाम ओळखून योग्य जागी त्याचा वापर करता येणे.

(५) सर्वनामाची योग्य रूपे घालून वाक्ये लिहिता येणे.

(६) विशेषण ओळखून योग्य जागी त्याचा वापर करता येणे.

(७) हिंदी भाषेत फक्त दोनच लिंगे आहेत. स्त्रीलिंग आणि पुल्लिंग हे लक्षात गेणे, त्यानुसार लिंग ओळखणे.

(८) लिंग बदलून शब्द लिहिता येणे.

(९) वचन बदलून शब्द लिहिता येणे.

(१०) कालभेद - क्रियापदांचे खालील कालभेद ओळखता येणे.

सामान्य वर्तमानकाळ व अपूर्ण वर्तमानकाळ;
सामान्य भूतकाळ व अपूर्ण भूतकाळ; सामान्य भविष्यकाळ

पाठ्यक्रमाचा आराखडा :

(१) **सहावी : हिंदी (पूर्ण)**

(१) **गद्य :** फक्त संहिता-४० (चाळीस) पृष्ठे
(कथनात्मक, संवादात्मक, वर्णनात्मक, इत्यादी पाठ)

(२) **पद्य :** ८ ते १० ओळींच्या संस्कारक्षम आणि गेय कवितांचे स्थूल अध्ययन (राष्ट्रीय एकात्मता बंधुत्व-भावना जागृत करणारी दोन समूहगीते, फक्त समूहगान करण्यासाठी) पाठांतर ४० (चाळीस) ओळीपर्यंत.

(३) **पुरवणीवाचन** - नीतिपर, सुबोध, सरस, छोट्या-छोट्या गोष्टी असलेले एक पुस्तक [पृष्ठ संख्येची मर्यादा ४० (चाळीस)]

(४) **व्याकरण** - सूक्ष्म अध्ययन (पाठ्यपुस्तकावर आधारित)

नाम - लिंग व वचन, परिवर्तन, प्रकार- जातीवाचक व व्यक्तिवाचक ओळखणे.

सर्वनाम - पुरूषवाचक व प्रश्नार्थक

विशेषण - गुणवाचक व संख्यावाचक

आज्ञार्थक - तु, तुम, आप या सर्वमानांबरोबर क्रियापदांच्या आज्ञार्थी रूपांचा प्रयोग

स्थूल अध्ययन -

काळ - सामान्य वर्तमानकाळ, अपूर्ण वर्तमानकाळ, सामान्य भूतकाळ, अपूर्ण भूतकाळ, सामान्य भविष्यकाळ.

विरामचिन्हे - पूर्णविराम, स्वल्पविराम, प्रश्नचिन्ह

हिंदी लेखन - मानक नियमांचा स्थूल परिचय.

(५) **रचना व लेखन कार्य** - मेरा परिचय, मेरा दिनक्रम, मेरी माँ, मेरी पाठशाला, मेरा घर, मेरा खेत, मेरा मित्र, मेरी सहेली, मेरा पडोसी पालतू जानवर, बगीचा बाजार. - मुद्यांच्या आधारे लेखन

(मेरा ऐवजी तुम्हारा, उसका, आपका यांचा प्रयोग करूनही रचना अपेक्षित)

वर्षभराच्या कालावधीत अभ्यासलेल्या धड्यांच्या संदर्भात कमीत कमी आठ विषयांवर ८ ते १० वाक्यांचे निबंध लिहिणे अपेक्षित आहे.

श्रुतलेखन ५ (पाच) परिच्छेद. अनुलेखन १० (दहा) परिच्छेद

(६) **मौखिक कार्य** - वर दिलेल्या क्र. ५ च्या संदर्भात तोंडी माहिती अपेक्षित. पुरवणी वाचनासाठी असलेल्या पुस्तकाच्या आधारे कोणत्याही एका कथेचे साभिनय कथन.

विशेष सूचना :-

(१) ''क्रमनिर्धारित भाषिक वाक्य संरचना तक्ता'' आणि ''आधारभूत शब्दावली'' कृपया क्रमशः परिशिष्ट १ व २ मध्ये पहा.

(२) विद्यार्थी-केंद्रित पाठ्यपुस्तक तयार करण्याच्या दृष्टिकोनातून विद्यार्थ्यांच्या वयोगटानुसार आवडी निवडीचा विचार करून पाठ्य-विषयांची निवड करण्यात यावी.

(२) **सहावी : हिंदी (संयुक्त)**

(१) **गद्य** - केवळ संहिता २० (वीस) पाने.

(कथात्मक, संवादात्मक, वर्णनात्मक इ. पाठ)

(२) **पद्य :** प्रत्येकी ८ ते १० ओळीच्या अशा ४० (चाळीस) ओळीपर्यंत संस्कारक्षम गेय कवितांचा स्थूल अभ्यास (राष्ट्रीय एकात्मता, भावना जागृत करणारी दोन समूहगीते केवळ सामूहिक गायनाकरिता)
पाठांतर : ३० (तीस) ओळीपर्यंत.

(३) **पुरवणीवाचन :-** नीतिपर, सुबोध, मनोरंजक व छोट्या-छोट्या गोष्टींचे एक पुस्तक पृष्ठ मर्यादा ४० (चाळीस) पर्यंत

(४) **व्याकरण** - सूक्ष्म अभ्यास (पाठ्य पुस्तकावर आधारित)

नाम - लिंग, वचन, फरक ओळखणे, बदलणे.
नामांचे प्रकार - जातिवाचक व व्यक्तिवाचक
सर्वनाम - पुरुषवाचक, प्रश्नार्थक
विशेषणे - गुणवाचक व संख्यावाचक
आज्ञार्थ - तू, तुम, आप या सर्वनामांबरोबर क्रियापदांच्या रूपांचा प्रयोग
काल - वर्तमान काळ - सामान्य व अपूर्ण
भूतकाळ - सामान्य व अपूर्ण स्थूल परिचय
भविष्यकाळ - सामान्य
विरामचिन्हे - पूर्णविराम, स्वल्पविराम, प्रश्नचिन्ह
हिंदी लेखन - मानक नियमांचा स्थूल परिचय

(५) **रचना** - मेरा परिचय, मरा दिनक्रम, मेरा माँ, मेरी पाठशाला, मेरा घर, मेरा खत, मेरा मित्र, मेरी सहेली, मेरा पडोसी, पालतू जानवर, बगीचा, बाजार - मुद्यांच्या आधारावर ('मेरा' ऐवजी 'तुम्हारा', 'उसका', 'आपका' यांचा प्रयोग करूनही रचना अपेक्षित)

(६) **रचना व लेखन कार्य** - वर्षभरातील अभ्यासलेल्या विषयांशी संबंधित ५ विषयांवर ८ ते १० ओळीथ निबंध अपेक्षित.
श्रुतलेखन ५ परिच्छेद व अनुलेखन १० परिच्छेद

(७) **मौखिक कार्य** - क्रमाक ५ शी संबंधित विषयांची तोंडी माहिती अपेक्षित, पुरवणी वाचनासाठी असलेल्या पुस्तकाच्या आधारे कोणत्याही एका कथेचे साभिनय कथन.

विशेष सूचना :-

(१) ''क्रमनिर्धारित भाषिक वाक्य संरचना तक्ता'' आणि ''आधारभूत शब्दावली'' कृपया क्रमश; परिशिष्ट १ व २ मध्ये पहा.

(२) विद्यार्थी-केंद्रित पाठ्यपुस्तक तयार करण्याच्या दृष्टीकोनातून विद्यार्थ्यांच्या वयोगटानुसार आवडी-निवडीचा विचार करून पाठ्य-विषयांची निवड करण्यात यावी.

५.२ इयत्ता सातवी

या इयत्तेत हिंदीचे पाठ्यपुस्तक (संहिता) ५० (पन्नास) पृष्ठांचे असावे. त्यात कथात्मक, संवादात्मक व वर्णनात्मक पाठ असावेत. गद्य पाठांव्यतिरिक्त ७० (सत्तर) ओळींचे पद्य असावे. पाठांतर सुमारे ५० (पन्नास) ओळींचे असावे.

क्षमता १ : श्रवण :

हिंदीतील विशिष्ट शब्दांचे उच्चार व सोपी वाक्ये यांचा अर्थ समजून घेऊन ऐकणे.

१.१ उपक्रम :-

(१) खालील शब्द नीट ऐकून समजण्याचा सराव देणे :-

(१) अक, अंग, अंगुली, फॅसना अं, अॅ,
(२) आंदोलन, आँ - आं, आँ,
(३) इंदिरा, खिंचना-इं, इँ
(४) ईट, चींटी-ईं;
(५) कुंदा, ऊँगली-उ, ऊँ;
(६) पूँछ-ऊँ;
अनुस्वार व चंद्रबिंदू यांतील फरक स्पष्ट करणे.

(१.२) अध्ययन निष्पत्ती :

(१) उच्चारानुसार फरक लक्षात घेणे, हा फरक लक्षपूर्वक ऐकणे व त्यातील फरक जाणणे;

(२) हिंदीतून गोष्टी ऐकण्याची आवड निर्माण होण.

क्षमता २ : भाषण-संभाषण

ऐकलेले विचार व स्वतःचे अनुभव शुद्ध व सोप्या हिंदीमध्ये व्यक्त करता येणे.

२.१ उपक्रम -

(१) शिक्षकाने पाठ्यपुस्तकातील गोष्ट योग्य प्रकारे सांगणे व त्यावर प्रश्न विचारणे.

(२) व्यावहारिक शब्दांचा उपयोग करून बोलण्याचा सराव देणे.

(३) हिंदीतून संभाषण करवून घेणे.

(४) हिंदीतून बोलण्याचा सराव देणे.

(५) लाखापर्यंत लिहिलेले अंक वाचून घेणे, अपूर्णांक वाचून व लिहून घेणे.

२.२ **अध्ययन निष्पत्ती :-**

(१) गोष्टीवरील प्रश्नांची उत्तरे देता येणे, गोष्टीला धरून विचार मांडता येणे.

(२) व्यवहारात सोप्या हिंदीचा वापर करण्याची सवय लावणे. जीवनातील वेगवेगळ्या प्रसंगी हिंदीतून बोलता येणे.

(३) १ ते १०० अंकांची आवृत्ती करता येणे, लाखापर्यंत संख्या लिहिता येणे.
क्रमवाचक अंकांचा परिचय :
(पहला, पहली, दुसरा, दुसरी)
अपूर्णांकांचे वाचन करता येणे.

क्षमता ३ : वाचन

मुखरवाचन (Loud Reading) आणि मूक वाचन (Silent Reading) करता येण.

३.१ **उपक्रम :-**

(१) हिंदीच्या पाठ्यपुस्तकातील गद्य पाठांचे आदर्श वाचन करून दाखविणे व करवून घेणे.

(२) पाठ्यपुस्तकातील कवितांचे वाचन करून घेणे.

(३) पाठ्यपुस्तकातील उताऱ्यांचे मूक वाचन करून घेणे.

(४) मूक वाचनासाठी दिलेल्या उताऱ्यांवर प्रश्न विचारणे.

३.२ **अध्ययन निष्पत्ती :-**

(१) शुद्ध उच्चार योग्य स्वराघात, आशयाप्रमाणे आवाजातील चढउतार, योग्य गती देऊन तोंडी वाचन करता येणे.

(२) कवितेतील आशय लक्षात घेऊन वाचन करता येणे.

(१) मूक वाचन करता येणे.
(२) वाचनाची गती वाढविता येणे.

(३) वाचलेल्या उताऱ्याचे आकलन करून उत्तरे देता येणे.

(४) वाचलेल्या भागातील मुख्य आशय सांगता येणे.

क्षमता ४ : पाठांतर

विद्यार्थ्यांच्या तोंडी शुद्ध भाषा बसणे आणि आशय समजून घेऊन ८-१० ओळींच्या किमान ५ उताऱ्यांचे पाठांतर करणे.

४.१ **उपक्रम :**

(१) कविता (पाठ्यपुस्तकातील ४० (चाळीस) ओळी] चालीवर पाठ करून घेणे.

(२) वैयक्तिक व सामूहिक गाणी म्हणण्याचा सराव देणे.

४.२ **अध्ययन निष्पत्ती :**

(१) कवितांचे पाठांतर करून त्या भावपूर्ण गाऊन दाखविता येणे.

(२) पाठ्यपुस्तकाव्यतिरिक्त एक हिंदी गीत व दोन सामूहिक हिंदी गीते म्हणता येणे.

क्षमता ५ : लेखन

आपले विचार सोप्या व शुद्ध हिंदीमध्ये स्पष्टपणे लिहिता येणे.

५.१ **उपक्रम**

(१) वळणदार लेखनाचा सराव देण्यासाठी फळ्यावर पाच ते दहा ओळींचा उतारा लिहिणे.

(२) पाठ्यपुस्तकातील जोडाक्षरयुक्त शब्दांचे योग्य प्रकारे लेखन (मानक नियमानुसार) करण्याचा सराव देणे.

(३) विरामचिन्हांचा वापर करण्याच सराव देणे.

(४) पाठाच्या आशयांवर प्रश्न देऊन सोप्या भाषेत उत्तरे लिहिण्याचा सराव देणे.

(५) ऐकलेल्या गोष्टी थोडक्यात लिहिण्याचा सराव देणे.

(६) मुद्दे देऊन त्यांच्या आधारे सोपी गोष्ट लिहिण्याचा सराव देणे.

(७) घरगुती पत्रलेखन करण्याचा सराव देणे.

(८) भाषांतर करण्याचा सराव देणे.

(९) काही परिचित विषयांवर हिंदीतून लिहिण्याचा सराव देणे.

(१०) हिंदी शुद्धलेखनाचा सराव देणे.

५.२ **अध्ययन निष्पत्ती :**

(१) फळ्यावरील उतारा आपल्या वहीत वळणदार अक्षरांत व बिनचूक लिहिता येणे.

(२) अभ्यासिलेली जोडाक्षरे बिनचूक लिहिता येणे.

(३) पूर्णविराम, स्वल्पविराम, अर्धविराम, प्रानचिन्ह, उद्‌गारचिन्ह यांचा उपयोग करून लिहिता येणे.

(४) पाठ्यपुस्तकाच्या आधारे विचारलेल्या प्रश्नांची उत्तरे पाच ते सहा सोप्या व शुद्ध वाक्यांत लिहिता येणे.

(५) ऐकलेली गोष्ट थोडक्यात लिहिता येणे.

(६) दहा ते बारा वाक्यांत मुद्द्यांवरून गोष्ट लिहिता येणे.

(७) जवळच्या नातलगांना पत्र लिहिता येणे.

(८) हिंदी उताऱ्याचे मातृभाषेत भाषांतर करता येणे.

(९) पाठ्यपुस्तकातील काही विषयांवर आठ ते दहा ओळी हिंदीतून लिहिता येणे.

(१०) आठ ओळी श्रुतलेखन विरामचिन्हांचा वापर करून लिहिता येणे.

(११) कथालेखन, निबंधलेखन, इत्यादी मिळून वर्षातून किमान दहा विषयांवर सोप्या व शुद्ध हिंदीत लेखन करता यावे.

क्षमता ६ : व्याकरण

हिंदी भाषेच्या व्याकरणांचा विद्यार्थ्यांना स्थूल परिचय करून देणे.

सूचना -

(१) व्याकरण शिकविताना व्याख्येवर भर न देता प्रयोगात्मक भागावर भर द्यावा.

(२) उद्गामी पद्धतीचा वापर करावा.

६.१ उपक्रम :

(१) पाठात आलेल्या नामांची व सर्वनामांची निवड करून घेणे.

(२) कर्ता व क्रियापदांची योग्य रुपे यावरून वाक्य जुळवावयास सांगणे.

(३) तिन्ही काळांतील प्रसंग देऊन माहिती सांगणे. क्रिया केव्हा घडली याबाबत चर्चा करणे.

(४) तीन काळांची रुपे देऊन क्रियापदांच्या रूपांच्या जोड्या जुळविण्यास सांगणे.

(५) काही वाक्ये देऊन नामे व त्यांची विशेषणे ओळखण्यास सांगणे.

६.२ अध्ययन निष्पत्ती :

(१) भाववाचक व समूहवाचक नामे, सामान्य (विकृत) रुपे ओळखता येणे.

(२) सर्वनामे व त्यांची सामान्य (विकृत) रूपे ओळखता येणे.

(३) क्रियापदांचा उपयोग करता येणे.

(४) सामान्य व अपूर्ण वर्तमानकाळ, सामान्य व अपूर्ण भूतकाळ व सामान्य भविष्यकाळ या तीन काळांचा सूक्ष्म परिचय असणे.

(५) काळांप्रमाणे क्रियापदांच्या रूपात कसा फरक पडतो ते समजणे.

(६) परिणामवाचक विशेषणे व सार्वनामिक विशेषणे ओळखता येणे तसेच वाक्यात उपयोग करता येणे.

(ब) पाठ्यक्रमाचा आराखडा :

(आय) सातवी हिंदी (पूर्ण) :

(१) **गद्य :-** फक्त संहिता : ५० (पन्नास) पृष्ठे.
(कथनात्मक, संवादात्मक, वर्णनात्मक, इत्यादी पाठ)

(२) **पद्य :-** सूक्ष्म अध्ययनासाठी : ५० ते ६० पर्यंत ओळी. प्रत्येक १० ते १२ ओळींच्या संस्कारक्षम आणि गेय कविता.

स्थूल अध्ययन : राष्ट्रीय एकात्मता व बंधुत्व भावना जागृत करण्याची क्षमता असलेली २ समूह गीते. फक्त समूहगायनासाठी प्रत्येकी १० ते १५ ओळी.
पाठांतर : ५० (पन्नास) ओळींपर्यंत (समूहगीते धरून)

(३) **पुरवणीवाचन :-** देशभक्ती, राष्ट्रीय एकात्मता, शौर्य या विषयांवर नीतीपर, सुबोध गोष्टींचे एक पुस्तक (पृष्ठ संख्येची मर्यादा ५०)

(४) **व्याकरण :-** पूर्वज्ञान आवृत्ती.

नाम - भाववाचक, समूहवाचक, सर्वनामे व त्यांची सामान्य रूपे.
विशेषण - परिणामवाचक, सार्वनामिक, क्रमवाचक, संख्यावाचक (अंक व अपूर्णांक)
सविकारी - शब्दासमवेत विभक्ती प्रयत्यांचा उपयोग
क्रियापद - सकर्मक, अकर्मक, पूर्वकालिन कृदंत
विशेष प्रयोग - सकना, चाहना, जब, तो तब, या जहाँ, वहाँ, तक, इसलिए, क्योंकि, इसीलिए, कि, परंतु, किंतु
विरामचिन्हे - अर्धविराम, उद्‌गारचिन्ह, अवतरण चिन्ह.
हिंदी वर्णलेखन - लेखन कार्यात मानक वर्तनीच्या नियमांचे पालन

(५) **रचना :-**

कथा लेखन - रूपरेषेच्या आधारे (१० ते १२ वाक्यांमध्ये)
संभाषण - संवादलेखन (१०-१२ वाक्यांमध्ये)
पत्रलेखन - मित्र, भाऊ, बहीण यांच्या नावे (थोडक्यात)
निबंधलेखन - अभ्यासलेल्या धड्यांच्या संदर्भात वर्णनात्मक, विवरणात्मक (१५ वाक्यांमध्ये).
भाषांतर - सोप्या हिंदी वाक्यांचे मातृभाषेत भाषांतर

(६) **लेखन कार्य** - रचना (५) च्या संदर्भात कमी कमी १० रचना. (प्रत्येक प्रकाराची कमीत कमी एक रचना अपेक्षित)
श्रुतलेखन - ५ परिच्छेद, अनुलेखन - १० परिच्छेद.

(७) **मौखिक काम :-** वक्तृत्व, कथाकथन, पाठांतर केलेल्या कवितेचे वाचन, परिच्छेद वाचन व कमीत कमी तीन चढाओढींमध्ये सहभाग आवश्यक.

विशेष सूचना :-

(१) ''क्रनिर्धारित भाषिक वाक्य संरचना तक्ता'' आणि ''आधारभूत शब्दावली'' कृपया क्रमश; परिशिष्ट १ व २ मध्ये पहा.

(२) विद्यार्थी-केंद्रित पाठ्यपुस्तक तयार करण्याच्या दृष्टिकोनातून विद्यार्थ्यांच्या वयोगटानुसार आवडी-निवडीचा विचार करून पाठ्यविषयीची निवड करण्यात यावी.

(२) सातवी : हिंदी (संयुक्त)

(१) **गद्य :** फक्त संहिता २५ (पंचवीस) पृष्ठे
(कथात्मक, संवादात्मक, वर्णनात्मक इत्यादी पाठ)

(२) पद्य : सूक्ष्म अभ्यास ३० (तीस) ओळीपर्यंत १०-१२ ओळींच्या संस्कारक्षम गेय कविता. स्थूल अभ्यास :- राष्ट्रीय एकात्मता व बंधुभावना जागृत करणारी २ समूहगीते केवळ सामूहिक गायन हा हेतू.
पाठांतर :- ३० (तीस) ओळीपर्यंत (समूहगीते धरून).

(३) **पुरवणी वाचन :-** देशभक्ती, राष्ट्रीय एकात्मता, वीरता या विषयांवर नीतिपर सुलभ एकांकिका/गोष्टीचे एक पुस्तक (पृष्ठ संख्या ५०)

(४) **व्याकरण** - पूर्वज्ञान, आवृत्ती-

नाम - व्यक्तिवाचक, जातिवाचक, भाववाचक (सूक्ष्म अध्ययन)
सर्वनाम - सर्व प्रकार, सामान्य (विकारी) रूप, स्थूल माहिती
विशेषण - गुणवाचक, परिमाणवाचक, संख्यावाचक, (अंक, अपूर्णांक).
प्रत्यय - विकारी शब्दांच्याबरोबर प्रत्ययांचा उपयोग
विशेष उपयोग - सकना, चाहना, इसलिए, क्योंकि, इसिलिए, कि, परंतु.
विरामचिन्हे - अर्धविराम, उद्गारचिन्ह, अवतरण चिन्ह (स्थूल परिचय)
हिंदी शुद्धलेखन - लेखनकार्यात मानक वर्तनीच्या नियमांचे पालन

(५) **रचना** - गोष्ट लिहिणे - रूपरेषेच्या आधारावर (८-१० ओळींपर्यंत)
पत्रलेखन - मित्रास, भावांस, बहिणीस
निबंध लेखन - परिचित व अभ्यासलेल्या विषयांशी संबंधित वर्णनात्मक/विवरणात्मक (१० ते १२ ओळीपर्यंत)

(६) **लेखन कार्य :-** रचना (५) शी संबंधित कमीत कमी ८ रचना (प्रत्येक रचना प्रकारावर कमीत कमी एक रचना अपेक्षित)

(७) **मौखिक कार्य** - वक्तृत्व, कथाकथन, कविता, पाठांतर, परिच्छेदवाचन ह्या स्पर्धा प्रकारापैकी कमीत कमी दोन स्पर्धांमध्ये सहभाग आवश्यक.

विशेष सूचना :-

(१) ''क्रमनिर्धारित भाषिक वाक्य संरचना तक्ता'' आणि ''आधारभूत शब्दावली'' कृपया क्रमशः परिशिष्ट १ व २ मध्ये पहा.

(२) विद्यार्थी-केंद्रित पाठ्यपुस्तक तयार करण्याच्या दृष्टिकोनातून विद्यार्थ्यांच्या वयोगटानुसार आवडी-निवडीचा विचार करून पाठ्यविषयांची निवड करण्यात यावी.

५.३ इयत्ता आठवी

त्या वर्गातील हिंदीचे पाठ्यपुस्तक फक्त गद्य संहिता ५० (पन्नास) पृष्ठे. गद्यपाठाव्यतिरिक्त अंदाजे ८० (ऐंशी) ओळी पद्याच्या असाव्यात.

क्षमता १ : श्रवण

हिंदीतील शब्दांचे उच्चार लक्षात घेऊन व अर्थ समजून घेऊन ऐकण.

१.१ उपक्रम :

हिंदी व मातृभाषा यांतील शब्दांच्या उच्चारणाती फरकाचा सराव देणे.

१.२ अध्ययन निष्पत्ती :

हिंदी व मातृभाषा यांतील उच्चारणातील फरक समजण.

क्षमता २ : संभाषण

ऐकलेले विचार, स्वतःचे अनुभव, भावना, सोप्या व शुद्ध हिंदी भाषेत व्यक्त करता येणे. इयत्ता ६ वी प्रमाण उपक्रम व क्षमता अपेक्षित याशिवाय-

२.१ उपक्रम :

(१) एखाद्या चित्रातील दआट दाखवून त्याचे निरीक्षण करण्यास सांगणे, त्यावर संभाषण आयोजित करणे.

(२) हिंदीतून कथा-कथन आयोजित करणे.

(३) बाजारातील पाहिलेले काही प्रसंग घेऊन संभाषण आयोजित करणे.

(४) दोन मित्रांचे संभाषण आयोजित करणे.

(५) दैनंदिन, घरगुती तसेच शालेय जीवनातील घटनांसंबंधी संभाषण आयोजित करणे.

२.२ **अध्ययन निष्पत्ती :**

(१) चित्रांचे वर्णन सोप्या व शुद्ध हिंदीत सांगता येणे.

(२) सोप्या व शुद्ध हिंदी भाषेत साभिनय कथा सांगता येणे.

(३) हिंदीतून संभाषण करता येणे.

(४) चर्चेत भाग घेता येणे.

(५) सोप्या व शुद्ध हिंदीतून आपले विचार मांडता येण.

क्षमता ३ : वाचन

मुखरवाचन आणि मूक वाचन करता येणे.

३.१ **उपक्रम :**

(१) पाठ्यपुस्तकातील पाठांचे अर्थपूर्ण वाचन करून घेणे.

(२) पाठ्यपुस्तकातील कवितांचे वाचन करून घेणे.

(३) पाठ्यपुस्तकातील छोटासा परिच्छेद किंवा कविता मनात वाचण्यास सांगणे व त्यानंतर त्यावर आधारित प्रश्न विचारण.

३.२ **अध्ययन निष्पत्ती :**

(१) भावपूर्ण वाचन करता येणे, आशय समजणे.

(२) अर्थ समजून घेऊन मूकवाचन करता येणे.

क्षमता ४ : पाठांतर

विद्यार्थ्यांच्या तोंडी शुद्ध भाषा बसणे आणि त्यांनी आशय समजून पाठांतर करणे.

४.१ **उपक्रम :**

(१) पाठ्यपुस्तकातील कविता व्यक्तिगत व सामुदायिकपणे योग्य चालीवर म्हणवून घेणे.

(२) कविता, पाठ म्हणवून घेणे.

(३) वैयक्तिक व सामूहिक गाणी म्हणण्याचा सराव देणे.

४.२ **अध्ययन निष्पत्ती :**

(१) पाठ्यपुस्तकातील कविता योग्य चालीवर म्हणता येणे.

(२) पाठ्यपुस्तकातील कवितांच्या ५० ओळी पाठ करून त्या म्हणता येणे.

(३) पाठ्यपुस्तकातील एक हिंदी गीत व दोन समूहगीते म्हणता येणे.

क्षमता ५ : लेखन

(१) आपले विचार व अनुभव सोप्या व शुद्ध हिंदीत लिहिता येणे.

(२) मुद्यांच्या सहाय्याने निबंध व कथा लिहिता येणे.

५.१ उपक्रम :

(१) मुद्दे देऊन गोष्ट लिहून घेणे.

(२) मुलांना सांगितलेल्या गोष्टी थोडक्यात लिहावयास देणे.

(३) पाठावरील प्रश्नांची उत्तरे हिंदीत लिहिण्याचा सराव देणे.

(४) शुद्धलेखनाचा सराव देणे.

(५) अनुभव क्षेत्रातील परिचित विषय देऊन त्यावर निबंध-लेखन करण्याचा सराव देणे.

(६) हिंदीत पत्रलेखन करवून घेणे.

(७) भाषांतर करण्याचा सराव देणे.

(८) कथालेखन, निबंधलेखन, पत्रलेखन इत्यादी मिळून वर्षातून किमान बारा लेखनपाठ करून घ्यावेत.

५.२ अध्ययन निष्पत्ती :

(१) मुद्दे लक्षात घेऊन सुसंगत गोष्ट लिहिता येणे.

(२) ऐकलेल्या विषयाचा आशय सोप्या भाषेत लिहिता येणे.

(३) पाठ्यपुस्तकाच्या आधारे प्रश्नांची उत्तरे पाच-सहा सोप्या व शुद्ध वाक्यात लिहिता येणे.

(४) विरामचिन्हांचा उपयोग करून दहा ओळी श्रुतलेखन लिहिता येणे.

(५) शुद्ध भाषेत दहा ते पंधरा ओळी लेखन करता येणे.

(६) मित्रांना, शिक्षकांना, वडिलधाऱ्या माणसांना योग्य पद्धतीने पत्र लिहिता येणे.

(७) हिंदीतून मातृभाषेत व मातृभाषेतून हिंदीत सोप्या उताऱ्यांचे भाषांतर करता येणे.

(८) १ ते १०० पूर्ण अंक व क्रमवाचक संख्या अक्षरी लिहिता येणे.

क्षमता ६ : व्याकरण

हिंदी भाषेच्या व्याकरणाचा विद्यार्थ्यांना स्थूल परिचय करून देणे.

सूचना :

(१) व्याकरण शिकविताना व्याख्येवर भर न देता प्रयोगात्मक भागावर भर द्यावा.

(२) उद्‌गामी पद्धतीचा वापर करावा.

६.१ उपक्रम :

(१) पाठ्यपुस्तकाच्या आधारे विशेषण व काळ ओळखण्याचा सराव देणे.

(२) अव्यये व त्यांची कार्ये यांच्या जोड्या जुळवावयास देणे.

(३) अव्यये देऊन त्यांचे वर्गीकरण करावयास सांगणे.

(४) अवतरण चिन्ह, उद्‌गारवाचक चिन्हे यांचा उपयोग करण्याच सराव देणे.

(५) श्रुतलेखन देऊन शुद्धलेखन तपासणे.

६.२ अध्ययन निष्पत्ती :-

(१) विशेषणांचे सर्व प्रकार ओळखता येण.

(२) काळ-प्रामुख्याने पूर्ण वर्तमानकाळ व पूर्ण भूतकाळ ओळखता व उपयोग करता येण.

(३) प्रेरणार्थक क्रिया व सहाय्यक क्रिया-स्थूल परिचय

(४) अव्ययाचे कार्य उदाहरणासहित सांगणे.

क्रियाविशेषण अव्यय, संबंधसूचक अव्यय, समुच्चयबोधक अव्यय विस्मयादिबोधक अव्यय,

(५) लेखनात उद्‌गारवाचक (!) चिन्हांचा व अवतरण चिन्हांचा उपयोग करता येणे व त्यांचा आशय समजणे.

(६) विरामचिन्हांचा वापर करून शुद्ध लिहिता येणे.

(७) मानक वर्तनांच्या नियमांचा सूक्ष्म परिचय असणे.

(ब) पाठ्यक्रमाचा आराखडा

(१) आठवी-हिंदी (पूर्ण)

(१) गद्य :- फक्त संहिता ५० (पन्नास) पृष्ठे. (कथात्मक, संवादात्मक, वर्णनात्मक इत्यादी पाठ)

(२) **पद्य :** सूक्ष्म अध्ययन : ६० (साठ) ओळीपर्यंत ८ कविता.

स्थूल अधयन :- देशभक्ती, राष्ट्रीय एकात्मा व बंधुत्व भावना जागृत करण्याची क्षमता असणारी दोन तीन समूहगीते फक्त समूह गायनासाठी.

पाठांतर : ५० (पन्नास) ओळी (समूहगीते धरून)

(३) **पुरवणी वाचन :-** देशभक्ती, राष्ट्रीय एकात्मता, सर्वधर्मसमभाव, शौर्य यांच्यावर आधारित कथा, पाठ, संकलन पृष्ठसंख्या ५० (पन्नास) पर्यत मर्यादित.

(४) **व्याकरण :** पूर्वज्ञानाची आवृत्ती

नाम : द्रव्यवाचक संज्ञा

विशेषण : नामापासून विशेषण, कृदंत व तद्धित यांचा स्थूल परिचय

क्रियापद : प्रेरणार्थक क्रिया रूपे व सकना, लगना, चुकना सहाय्यक रूपे

काळ : पूर्ण वर्तमानकाळ, पूर्ण भूतकाळ

अव्यय भेद : क्रिया विशेषण, संबंध सूचक, समुच्चयबोधक, विस्मयादिबोधक अव्यय

संभवनार्थ : शायद, चाहे, यदि

विरामचिन्हे : सर्व विरामचिन्हांचा उपयोग

विशेष प्रयोग :- हो चाहिए, का स्वागत, चुकना, संयुक्त वाक्य, मिश्र वाक्य (स्थूलपरिचय) उपसर्भ, प्रत्यय (स्थूल परिचय)

वाक्प्रचार :- पाठ्यपुस्तकात आलेल्या वाक्प्रचारांची ओळख आणि उपयोग.

लेखन : मानक वर्तनीच्या नियमांचे सूक्ष्म ज्ञान व त्यांचे लेखनात पालन.

(५) **रचना :-** पत्रलेखन - घरगुतीपत्र

कथालेखन : मुद्यांच्या आधारे (१५ वाक्यांमध्ये)

वृत्तांतलेखन : स्थूल परिचय

आकलन : ७० हजार (सत्तर) शब्दापर्यंतच्या परिच्छेदावर विचारलेल्या प्रश्नांची सोप्या हिंदीत उत्तर लिहिणे.

भाषांतर : मातृभाषेत व हिंदीत सोप्या उताऱ्यांचे भाषांतर

निबंध : वर्णनात्मक, विवेचनात्मक, आत्मकथनात्मक

लेखनकार्य : वर्षभराच्या कालावधीत अभ्यासलेला धड्यांच्या संदर्भात निरनिराळ्या वाङ्मय प्रकारावर आधारित १२ रचना

मौखिक काम : वक्तृत्व; कथाकथन, कवितांचे वाचन, परिच्छेदाचे वाचन या संदर्भात तीन चढाओढींमध्ये सहभाग आवश्यक

विशेष सूचना :-

(१) ''क्रमनिर्धारित भाषिक वाक्य सरंजना तक्ता'' आणि 'शब्दावली'' कृपया क्रमशः परिशिष्ट १ व २ मध्ये पहा.

(२) विद्यार्थी- केंद्रित पाठ्यपुस्तक तयार करण्यांच्या दृष्टीकोनातून विद्यार्थ्यांच्या वयोगटानूसार आवडी निवडीचा विचार करून पाठ्यविषयीची निवड करण्यात यावी.

(२) आठवी : हिंदी (संयुक्त)

(१) **गद्य :-** केवळ संहिता : ३० (तीस) पाने.
(कथात्मक, संवादात्मक, वर्णनात्मक इत्यादी पाठ)

(२) **पद्य :** सूक्ष्म अभ्यास : ५० (पन्नास ओळीपर्यंत

स्थूल अभ्यास (समूहगीते) : राष्ट्रीय एकात्मता, बंधुभावजागृत करणारी दोन समूहगीते केवळ सामूहिक गायनासाठी

पाठांतर : समूहगीतासंह ३० (तीस) ओळीपर्यंत.

(३) **पूरवणी वाचन :-** देशभक्ती, राष्ट्रीय एकात्मता, सर्वधर्मसमभाव व्यक्त करणाऱ्या वीर रसपूर्ण रचनांचे संकलन (५० (पन्नास) पृष्ठांपर्यंत)

(४) **व्याकरण :-** पूर्वज्ञानाची आवृत्ती -

नाम : सर्व प्रकार.
विशेषण : सर्व प्रकार.
क्रियापद : सकना, चुकना, लगना सहाय्यक रूपे (स्थूल परिचय)
काळ : वर्तमान (सामान्य, अपूर्ण) - विशेष अभ्यास;
भूतकाळ (सामान्य, अपूर्ण, पूर्ण) - विशेष अभ्यास,
भविष्यकाळ (सामान्य)
अव्यये : क्रिया विशेषण, संबंध सूचक, समुच्चयबोधक अव्यये (स्थूल ओळख)
विरामचिन्हे : सर्व विरामचिन्हांचा उपयोग
विशेष प्रयोग : को चाहिए, का स्वागत, चुकना, उपसर्ग-प्रत्यय (स्थूल परिचय)
वाक्प्रचार : पाठ्यपुस्तकातील वाक्प्रचारांची ओळख व उपयोग.
शुद्धलेखन : हिंदी वर्तनीच्या नियमांचे सूक्ष्मज्ञान आणि लेखनात उपयोग.

(५) **रचना :-** पत्रलेखन : घरगुती पत्र
कथालेखन : मुद्यांवरून १५ ओळीपर्यंत
आकलन : ७० (सत्तर) शब्दांपर्यंतच्या अपठित परिच्छेदावर विचारलेल्या प्रश्नांची सोप्या हिंदीत उत्तरे लिहिणे अपेक्षित.

भाषांतर : अभ्यासलेल्या धड्यांवरील सोप्या भागांचे मातृभाषेत सुलभ भाषांतर
निबंध : वर्णनात्मक, विवेचनात्मक, आत्मकथनात्मक
लेखन कार्य : वर्षभरात परिचित झालेल्या व अभ्यासलेल्या धड्यांवर आधारित आणि रचना प्रकारात कमीत कमी ६ (सहा) रचना अपेक्षित.
मौखिक कार्य : वक्तृत्व, कथाकथन, कविता पाठांतर, परिच्छेद वाचन इ. कमीत कमी २ स्पर्धात सहभाग आवश्यक

विशेष सूचना :-

(१) ''क्रमनिर्धारित भाषिक वाक्य संरचना सारिणी'' आणि ''आधारभूत शब्दावली' कृपया क्रमश: परिशिष्ट १ व २ मध्ये पहा.

(२) विद्यार्थी-केंद्रित पाठ्यपुस्तक तयार करण्याच्या दृष्टिकोनातून विद्यार्थ्यांच्या वयोगटानुसार आवडी निवडीचा विचार करून पाठ्यविषयांची निवड करण्यात यावी.

परिशिष्ट

द्वितीय/तृतीय भाषा हिंदी (पूर्ण व संयुक्त) क्रमनिर्धारित

भाषिक वाक्य संरचनासंबंधी सारिणी प्रथम/द्वितीय वर्ष (छठी कक्षा)

क्रम	भाषिक अध्यापन बिंदु	भाषिक अध्यापन इकाई (उदाहरण)	प्रयोगार्त आधार संकेत
१	२	३	४
१.	यह	यह लडका हैं।	व्यक्ति / वस्तु
२.	ये	ये लडके हैं।	
३.	वह	वह लडकी हैं।	
४.	वे	वे लडकियाँ हैं।	
५.	क्या	यह क्या हैं? वह क्या हैं? ये/वे क्या हैं?	कक्षांतर्गत चीजें मेज, कुर्सी, डेस्क, झाडनी, कॅलेंडर, पंखा, नक्शा, तस्वीर, दीवार, खिडकी, दरवाजा
६.	तुम	तुम लडके हो।	परिचित शब्दावली
७.	मैं	मैं विद्यार्थी हूँ।	लडका, लडकी, आदमी, औरत
८.	हम	हम लडके हैं।	विद्यार्थी, गुरूजी, कुत्ता, बिल्ली,
९.	आप	आप गुरूजी हैं।	चूहा, गाय, बैल, कौआ, घोडा, फल, फूल .....
१०.	कौन	यह कौन हैं? ये कौन हैं? वे कौन हैं?	
११.	तुम + आज्ञार्थ (क्रियारूप)	तुम जाओ। आप जाईए।	अन्य परिचित क्रियाएँ......
१२.	आप + आज्ञार्थ		
		आवृत्ति : (आगे के उदाहरण केवल 'वह' के साथ दिए गए हैं।	
	अपूर्ण वर्तमान काळ		परिचित क्रियाएँ
१३.	कर्ता + क्रि + रहा है	वह पढ रहा है	परिचित क्रियाएँ (पढना, लिखना, बोलना, चलना, खाना, पीना, जैसी)
१४.	कर्ता + क्रि + रहे हैं।	वे पढ रहे है।	
१५.	कर्ता + क्रि + रही हैं।	वह पढ रही है।	
१६.	कर्ता + क्रि + रही है।	वे पढ रही है।	
१७.	मै + क्रि + रहा हूँ।	मैं पढ रही हूँ।	
१८.	मैं + क्रि + रही हूँ	मैं पढ रही हूँ।	
१९.	तुम + क्रि + रहे हो।	तुम पढ रहे हो।	
२०.	तुम + क्रि + रही हो।	तुम पढ रही हो।	

भाषिक वाक्य संरचनासंबंधी सारिणी प्रथम/द्वितीय वर्ष (छठी कक्षा)

अध्यापन संबंधी सूचनाएँ	भाषिक उद्देश		
	पाँचवी के लिए (एक स्तर)	छठी (पूर्ण)	छठी (संयुक्त)
५	६	७	८
पुरुषवाचक और प्रश्नवाचक सर्वनाम, सर्वनाम के एकवचन बहुवचनोंकी पहचान अपेक्षित।	मात्र आकलन अपेक्षित, उच्चारण, मौखिक कथन क्षमता।	मौखिक एवं लेखन—स्तरीय क्षमता अपेक्षित	मौखिक एवं लेखन—स्तरीय क्षमता अपेक्षित।
	हिंदी की प्रकृती की दृष्टी से बातचीत में 'तू' का प्रयोग यहाँ अपेक्षित नही है।	—"—	—"—
सर्वनाम के माध्यम से व्यक्ति या वस्तु का परिचय	—"—	—"—	—"—
'तुम और आप' के साथ आज्ञार्थ के क्रिया रूप 'तु' के रूप अपेक्षित नही है।	आज्ञार्थ रुपों का स्थूल परिचय	आज्ञार्थ रूपों का लेखन में प्रयोग अपेक्षित।	आज्ञार्थ रूपों का लेखन में प्रयोग अपेक्षित।
संरचनाओं का अभ्यास सभी पुरूषों, वचनों और लिंगो में होगा।			
अपूर्ण वर्तमान के सभी रूपों का परिचय।	स्थल परिचय रूप पहचान, अपेक्षित, लेखन अपेक्षित नहीं है।	इनका रूपरिवर्तन एवं लेखन में प्रयोग अपेक्षित।	लेखन में प्रयोग अपेक्षित रूप पहचान, अपेक्षित।

क्रम १	भाषिक अध्यापन बिंदु २	भाषिक अध्यापन इकाई (उदाहरण) ३	प्रयोगार्त आधार संकेत ४
	सामान्य वर्तमानकाल :		
२१.	कर्ता एकवचन (पु.) + + क्रि + ता + है।	वह (लडका) जादता हैं।	परिचित क्रियाएँ चलना, बोलना, खाना ... आदि
२२.	कर्ता बहुवचन (पु.) + + क्रि + ते + है।	वे (लडके) जाते हैं।	परिचित कर्ता विद्यार्थी, गुरुजी, नौकर, नौकरानी, आदि।
२३.	कर्ता ए. व/ब.व. (स्त्री) + क्रि + ती + है। हैं।	वह (लडकी) जाती है। वे (लडकियाँ) जाती हैं।	
२४.	कर्ता मै, हम + क्रि-होना हूँ। हैं)	मैं हूँ। हम-हैं।	
२५.	कर्ता तु, तुम, आप + क्रि-होना (है, हो, हैं)	तू है। तुम-हो। आप-हैं।	
२६.	कर्ता वह, वे + क्रि होना (है, हैं)	वह-है। वे-हैं।	
२७.	कर्ता + कर्म + क्रिया रूप	वह हिंदी सीखता है। वह किताब पढ़ता है।	हाथ-मुँह धोना, दूध पीना, पढ़ाई करना ... इत्यादी।
२८.	कर्ता + पूरक + होना के रूप	वह राजा है।	
२९.	कौन - (व्यक्ति)	वह कौन है? (सभी पुरूषों में)	परिचित व्यक्ति।
३०.	क्या - (वस्तु)	यह क्या है? वह क्या है?	वस्तु।
३१.	कर्ता + क्या + क्रिया रूप	वह क्या करता है?	परिचित क्रियाएँ-पढ़ना लिखना इत्यादि।
३२.	क्या + वाक्य	क्या तुम घर जाते हो?	
३३.	कहाँ.......	पेन्सिल कहाँ है? तुम कहाँ हो?	परिचित शब्दावली के आधार पर 'कहाँ' के प्रयोग के कुछ वाक्य
३४.	नहीं	वर घर नहीं जाता।	परिचित शब्दावलीके आधार पर
३५.	मत	तुम वहाँ मत जाओ।	'नही' मत के प्रयोग के कुछ वाक्य

अध्यापन संबंधी सूचनाएँ	भाषिक उद्देश		
	पॉंचवी के लिए (एक स्तर)	छठी (पूर्ण)	छठी (संयुक्त)
५	६	७	८
सामान्य वर्तमालकाल का स्थल परिचय	रूप पहचान अपेक्षित, लेखन अपेक्षित नही।	लेखन क्षमता अपेक्षित।	
होना क्रिया के सामान्य वर्तमान काल के रुप	(१) मात्र मौखिक स्तर पर स्थूल मात्रा में कथन क्षमता अपेक्षित। (२) शुद्ध उच्चारण अपेक्षित	कथन क्षमता, लेखन क्षमता, (तीनो पुरुषों में)	कथन क्षमता, लेखन क्षमता, (तीनों पुरुषों में)
सुबह से रात तक के अपने कार्यक्रम का परिचय क्रम के अनुसार दे सके।	अपने रोज के कार्यक्रम का वर्णन 'मौखिक' कथन शुद्ध उच्चारण	लेखन क्षमता (तीनों पुरुषोंमें क्रिया के रूप) एक दूसरे का परिचय।	लेखन क्षमता (तीनों पुरूषों मे क्रिया के रूप) एक दूसरे का परिचय।
प्रश्नार्थक सर्वनाम कौन-क्या का परिचय एवं दोनो से फर्क जानने की क्षमता निर्माण करना। यह क्या है?	मात्र, मौखिक स्तर पर स्थूल मात्रा में प्रयोग करने की क्षमता अपेक्षित।	मौखिक और लेखन क्षमता अपेक्षित (सूक्ष्म स्तरपर)	मौखिक और लेखन क्षमता अपेक्षित (स्थूल स्तरपर)।
तुम क्या करते हो? 'क्या' के कुछ प्रयोगोंका परिचय स्थान वाचक क्रियाविशेषण अव्यय।	आकलन क्षमता। आकलन क्षमता।	आकलन लेखन क्षमता।	आकलन।

क्रम	भाषिक अध्यापन बिंदु	भाषिक अध्यापन इकाई (उदाहरण)	प्रयोगार्त आधार संकेत
१	२	३	४
	सामान्य भूतकाल :-		
३६.	कर्ता + क्रिया (पु.ए.व.)	वह चला।	परिचित क्रियाएँ उठना, लौटना, दौड़ना
३७.	कर्ता + क्रिया (पु.ब.व.)		
३८.	कर्ता + क्रिया (स्त्री; ए.व.)	वह चली। परिचित क्रियाएँ।	
३९.	कर्ता + क्रिया (स्त्री. ब.व.)	वे चलीं।	
	सामान्य भविष्य काल :-		
		पुल्लिंग	
४०.	मैं हम + क्रिया ऊँगा। एँगे)	मैं पढूँगा। हम पढ़ेंगे।	परिचित क्रियाएँ उठना, धोना, करना ... इत्यादी।
४१.	तू। तुम। आप + क्रिया (एँगा। ओगे। एँगे)	तू पढेगा। तुम पढोगे। आप पढ़ेंगे।	
४२.	वह/वे + क्रिया (एगा। एँगे)	वह पढेगा। वे पढ़ेंगे।	
		स्त्रीलिंग	
४३.	मैं, हम, तू, तुम, आप, वह, वे + क्रिया	मैं पढूँगी। हम पढेंगा। तू पढेगे। तुम पढोगी। आप पढेंगी। वह पढेगी। वे पढेंगी।	
	संज्ञा बहुवचन :-		
४४.	पुल्लिंग आकारान्त आ-ए (छाता-छाते)	यह छाता है। ये छाते है।	घोड़ा, गधा, लडका।
४५.	इ,ई,उ,ऊ,ए- कारान्त पुल्लिंग एकवचन, बहुवचन में अपरिवर्तित	यह बालक है। ये बालक हैं।	बालक, कवि, हाथी, साधू, बिच्छू, चौब।
४६.	बहुवचन-स्त्री लिंग शब्द अ-संज्ञा-एँ	यह पुस्तक है ये पुस्तक है।	संबंधित परिचित शब्दावली; रात, माता, प्रति, कली, ऋतु, वधू
४७.	आ-एँ	माला-मालाएँ	
४८.	इ-याँ। ई-इयाँ	कृति-कृतियाँ। नदी-नदीयाँ	
४९.	उ-एँ। ऊ-उएँ	धेनु-धेनुएँ। बहू-बहुएँ।	

अध्यापन संबंधी सूचनाएँ	भाषिक उद्देश		
	पाँचवी के लिए (एक स्तर)	छठी (पूर्ण)	छठी (संयुक्त)
५	६	७	८
सोना, रवाना इत्यादि क्रियाओं के सामान्य भूतकाल के रूपों का स्थूल परिचय	मैने कल क्या किया? मौखिक कथन क्षमता	आकलन, लेखन क्षमता, क्रिया रूप पहचान; परिवर्तन।	आकलन, लेखन एव रूप
परिचित क्रियाओं के सा. भूतकालीक रूपों का स्थूल परिचय।	आकलन क्षमता।	आकलन लेखन क्षमता। आकलन लेखन क्षमता।	
कल तुम क्या करोगे? छुट्टी के दिन तुम क्या करोगे? जैसे प्रश्न।	सिर्फ पहचान।	लेखन-पठन क्षमता अपेक्षित क्रिया रूप बनाना; कर्ता के अनुसार परिवर्तन अपेक्षित।	लेखन-पठन क्षमता अपेक्षित।
हिंदी में सामान्यतः आकारान्त पुल्लिंगी शब्दो के अतिरिक्त बाकी सभी शब्द बहुवचन में वैसे ही रहते है। का बोध मात्र अपेक्षित।	शब्दों में एकवचन, बहुवचन के अनुसार परिवर्तन अपेक्षित (मौखिक)।	वचन परिवर्तन, एवं लेखन क्षमता (सूक्ष्म)	वचन परिवर्तन एवं लेखन क्षमता (स्थूल)
स्त्रीलिंग शब्दोंका एकवचन बहुवचन	सिर्फ पहचान	सभी नियमों का सूक्ष्म ज्ञान, वचन परिवर्तन क्षमता अपेक्षित।	सभी नियमों का परिचय एवं वचन परिवर्तन क्षमता अपेक्षित।

क्रम १	भाषिक अध्यापन बिंदु २	भाषिक अध्यापन इकाई (उदाहरण) ३	प्रयोगार्त आधार संकेत ४
	विशेषण :-		
५०.	यह। वह। ये। वे	यह लडका। वह लडका।	-
५१.	इस। उस। इन। उन	ये लडके। वे लडके। इस लडके ने। उस लडके ने। इन लडकोंने। उन लडकोंने।	-
५२.	लाल फूल, बडा लडका छोटी बच्ची, हरे पत्ते	बहा लडका-बडे लडके ने बडे लडके-बडे लडकों ने	-
५३.	१ से १०० तर गिनती, सौ हजार, लाख, दस लाख, संख्यावाचक विशेषण	एक आदमी, पचास पुस्तके, दस हजार आंदमी	
	अव्यय शब्द :-		
५४.	क्रिया विशेषण अव्यय, संबंध सूचक अव्यय, समुच्चय बोधक अव्यय, विस्मयादि बोधक अव्यय।	आज रविवार है। घर के सामने पेड है। राम और लक्ष्मण भाई हैं। वाह क्या कहना !	(१) आज, कल, अब, कब, यहाँ, वहाँ, अंदर, बाहर, उपर, नीचे, इधर, उधर, पास, सामने, ही, भी (२) (के) आगे, (के) पास, (की) ओर (३) और, या, अथवा, लेकीन, अगर ... (४) वाह, शाबास, छी।

अध्यापन संबंधी सूचनाएँ	भाषिक उद्देश		
	पाँचवी के लिए (एक स्तर)	छठी (पूर्ण)	छठी (संयुक्त)
५	६	७	८
सर्वनामों के विकृत रूपों का ज्ञान सर्वनाम का सार्वनामिक विशेषण के रूप में प्रयेग विशेषण के अनुसार आकारान्त विशेषण का रुप बदलता है इसका ज्ञान अपेक्षित।	सिर्फ पहचान सिर्फ पहचान (स्थूल)	विशेषण के सामान्य रूपों का परिचय अपेक्षित।	विशेषण के सामान्य रूपोंका परिचय अपेक्षित।
	गिनती कंठगत (मात्र १ ते ५० तक) बाकी संख्यावाचक स्थूल परिचय।	गिनी कंठगत (१ से १०० तक) बाकी संख्यावाचक सूक्ष्मपरिचय अपेक्षित।	गिनती कंठगत (१ ते १०० तक) बाकी संख्यावाचक स्थूल परिचय अपेक्षित।
अव्यय शब्दयुक्त वाक्यों का स्थूल परिचय करना है।	स्थूल परिचय अपेक्षित	स्थूल परिचय, आकलन, (कब, कहाँ, किस के आगे, जैसे प्रश्नों के उत्तर) अव्यव शब्द विरामचिन्ह का सही प्रयोग (वि.बो. अव्यय)।	स्थूल परिचयस्थल आकलन।

सातवी कक्षा (पूर्ण/संयुक्त)
दुविकर्मक क्रिया

क्र.	भाषिक अध्यापन बिंदु	भाषिक अध्यापन इकाई (उदाहरणार्थ)	प्रयोगार्थ आधार संकेत	अपेक्षित भाषिक क्षमता एवं अध्यापन संबंधी सूचनाएँ	पाठ्यक्रम पूर्ण/संयुक्त
१	२	३	४	५	६
	पूर्ण वर्तमान काल :				
१.	(अकर्मक क्रियाएँ) कर्ता + धातु + या/ई/ए + क्रिया (होना वर्तमान)	मोहन आया है। बीना आई है। लडकियाँ आई हैं। बच्चे आए हैं।	ज्ञात क्रियाएँ (उठना बैठना इ.)	(१) अकमक क्रियाओं के सभी पुरुष, लिंग, वचन के वाक्य (२) आकरांत विशेषण की तरह स्वर परिवर्तन पर ध्यान	पू./सं. पू./सं.
२.	पिताजी, माताजी, गुरूजी, इ.के साथ आदर सूचक बहुवचन	पिताजी आए है।		(३) बहुवचन में 'आए'। 'आई' स्वरांत रूपों पर ध्यान।	
	पूर्ण वर्तमान काल :				
३.	(सकर्मक क्रियाएँ) कर्ता + ने + कर्म + धातु + आ (या)/ई/ए + क्रिया (होना वर्तमान)	मोहन ने पत्र लिखा है। मोहन ने पुस्तक लिखी है। बच्चो ने पत्र लिखे है। बीना ने पत्र लिखा है।	परिचित क्रियाओं के पूर्ण वर्तमान कालीन रूप अपेक्षित	सभी पुरूष, लिंग, वचन के सकर्मक क्रियाओं के वाक्य, सकर्मक अकर्मक वाक्य रचना की ओर ध्यान; अंतर जानने की क्षमता।	पू./सं

अपूर्ण भूतकाल :				
४. कर्ता + धातु + रहा/रही/रहे + क्रिया (होना भूतकाल)	लड़का गा रहा था। लड़कियाँ गा रही थी। लड़कियाँ गा रही थी। लड़के गा रहे थे।	ज्ञात क्रियाएँ एवं रँभाना, चहचहाना, भोंकना, बोलना आदि प्राणियों की ध्वनियाँ दर्शक क्रियाएँ	रहा था- रही थी- रहे थे- रही थीं मे रूप परिवर्तन एवं अनुनासिकता के स्थान पर ध्यान।	पू./सं.
५. कर्ता + धातु + ता/ती/ते + क्रिया होना (भूतकालीन रूप)	लड़का गाता था। लड़की गाती थी। लड़कियाँ गाती थी। लड़के गाते थे।	ज्ञात क्रियाएँ ..... पढ़ना, लिखना .... आदि।	भाषिक अध्या बिंदू क्र. ४ एवं ५ में दर्शाए अपूर्ण भूतकाल के दोनों प्रकार के रूपो से छात्रों को परिचित कर जाए।	मात्र पूर्ण के लिए
६. होना क्रिया का सामान्य भविष्यत्काल कर्ता + क्रिया होना (भविष्यत् रूप)	में हूँगा। हम होंगे। इ. बंदर का तमाशा होगा। वर्षा होगी। हम परीक्षा में कामयाब होंगे।	-	'होना' भविष्यत्काल के प्रयोगों का ज्ञान।	पू./सं. (संयुक्त के लिए स्थूल परिचय अपेक्षित)
७. क्या + कर्ता + क्रिया होना (भविष्यत्काल रूप)	क्या तुम घर पर होगे?	-	-	-
८. 'सकना' का प्रयोग कर्ता + धातु + 'सकना' के रूप (वर्तमानकाल)	वह हिंदी बोल सकता है। मगर मच्छ तैर सकता है। क्या मैं अदंर आ सकता हूँ?	खाना, पीना, बोलना, लिखना, पढ़ना इ.	'सकना' की विभिन्न कालों में वाक्यरचना	पूर्ण के लिए सूक्ष्म अध्ययन।

९. 'चाहना' का प्रयोग धातु + ना + चाहना के रूप	मैं आना चाहता हूँ। चाहती हूँ। वह आना चाहता था। चाहती थी। मैं आना चाहूँगा। चाहूँगी।	जाना, उठना, बैठना इ.	'चाहना' के विभिन्न कालों में प्रयोग	पूर्ण के लिए सूक्ष्म अध्ययन।
द्विकर्मक क्रिया :				
१०. कर्ता + गौण कर्म + मुख्य कर्म + क्रिया	उसने सलीम को इनाम दिया।	देना, बनाना	गौण कर्म के साथ 'को' का प्रयोग	सिर्फ पूर्ण के लिए
११ (अ) निर्देशार्थक सामान्य क्रिया (ब) निषेधार्थक निर्देश	जल्दी लौट आना। वहाँ मत जाना झूठ मत बोलना।	करना, पढ़ना इ.	-	-
१२. सकर्मक क्रिया + भूत कालिक क्रिया रूप (कर्म के अनुसार) कर्ता + ने + कर्म + भूतकालिक क्रिया रूप	उसने अखबार पढा। हमने किताबें पढीं। तुमने क्या पढ़ा?	लिखना, देना इ.	सकर्मक क्रियाओं के भूतकालिक रूपों का परिचय	पू./सं.
१३. धातु कर -पूर्वकलिक (कृदन्त) क्रिया-प्रयोग	हम हाथ-मुँह धोकर खाते हैं। तु वहाँ जाकर आओ।	आना, खाना	पूर्वकालिक कृदंत रूपों का प्रयोग	-
१४. जब-तब जब-तो	जब सूरज डूबता है तब तारे दिखने लगते है। जब पढ़ाई नही की, तो पास कैसें होंगे?	-	जब-तब-तो के प्रयोग का ज्ञान	भा. अ. बिंदू १३ ते १८ तक पूर्ण के लिए सूक्ष्म अध्ययन

१५. 'या' अव्यय का प्रयोग	आप चाय लेंगे या कॉफी ? आम खट्टा है या मीठा ?	अच्छा-बुरा, मोटा-पतला, दिन-रात इ.	'या' के विविध प्रयोगों का परिचय	अपेक्षित संयुक्त के लिए मात्र
१६. 'के साथ' का प्रयोग	बच्चे बूढों के साथ खेल रहे है।	-	संज्ञा, सर्वनाम के साथ 'के साथ' का प्रयोग सिखाना।	परिचय अपेक्षित
१७. मेरे/हमारे/तेरे/तुम्हारे साथ	हर तुम्हारे साथ मिल जुलकर रहते है।			
१८. जहाँ-वहाँ	जहाँ, चाह ह, वहाँ राह है। जहाँ सुख है, वहाँ दुख है। जहाँ दिन है, वहाँ रात है।	फूल-काँटा, रोशनी-आँधियारा, धूप-छाँव इत्यादि	जहाँ-वहाँ से बननेवाले वाक्यों का ज्ञान।	
१९. 'से-तक' का प्रयोग	सुबह से शाम तक पानी बरसा।	जन्म ... मरण इ.	से-तक का सही प्रयोग जानना।	पू./सं.
दो बजे से चार बजे तर सभा होगी।				
२०. 'इसलिए' का प्रयोग	मैं बीमार था इसलिए पढाई नही कर सका।	-	परिणाम दर्शन 'इसलिए' से जोडे गए वाक्यों का ज्ञान।	पू./सं.
२१. 'क्योंकि' का प्रयोग	में पढाई नही कर सका क्योंकि मैं बीमार था।	-	कारण दर्शक 'क्योंकि' से जोडे गए वाक्यों का ज्ञान।	पू./सं.
२२. संयुक्त वाक्य (और, या, व, अथवा से बने)	राम घर गया और शाम बाजार गया। तुम खाओगे या वह खाएगा ?	-	और, या, अथवा समुच्चय बोधक अव्यय शब्दों से दो वाक्य जोडे जाते है - का बोध।	

२३. मिश्र वाक्य (जब-तर, कि, जो-वह से बने)	जब वर्षा होती है तब मेंढक टर्राते हैं।	-	समुच्चयबोधक अव्यय शब्दों के प्रयोग से बननेवाले मिश्र वाक्यों का बोध।	सिर्फ पूर्ण के लिए स्थूल परिचय
२४. आदरार्थी बहुवचन	गुरुजी आ रहे हैं। पिताजी कल लौट आएँगे।	माताजी, पंडितजी, गांधीजी इत्यादि.	आदरणीय व्यक्ति के एकवचन में होते हुए भी क्रिया रूप बहुवचन में का बोध करना।	पू./सं.
२५. शब्द/उपवाक्य संयोजक 'और'	वह सुबह आता है और शाम को चला जाता है।	-	'और' के प्रयोग से शब्दों उपवाक्यों का संयोजन	पू./सं.
२६. 'कि' का प्रयोग	उसने देखा कि सामने साप है।	-	समुच्चयबोधक अव्यय 'कि' के प्रयोग से प्रमुख वाक्यों और उपवाक्यों का संयोजन। ('कि' 'की' में फर्क से भी छात्रों को परिचित कराया जाए)	पू./सं.
२७. 'लेकिन' का प्रयोग	मैं रमेश के यहाँ जाऊँगा लेकिन वहाँ रहूँगा नहीं।	परंतु, किंतु, पर मगर-के प्रयोग अपेक्षित।		
२८. 'नही' का प्रयोग	वह चाय नहीं पीता। वे वहीं नहीं सकेंगे	(२८,२९,३०) नहीं, न, मत-के अलग-अलग वाक्यों में प्रयोग अपेक्षित।		
२९. 'न' का प्रयोग	आज शाम को मेरे घर न आना।	वाक्यों में प्रयोग अपेक्षित।		
३०, 'मत' का प्रयोग	तुम वहाँ मत जाओ।			

३१. 'को ... चाहिए' का प्रयोग	सीता को लिखने का अभ्यास करना चाहिए। तुम्हें/तुमको/हमेशा सच बोलना चाहिए। आपको क्या चाहिए ?			(३१, ३२, ३३) पूर्ण के लिए सूक्ष्म अध्ययन, संयुक्त के लिए स्थूल परिचय।
३२. 'को चाहिए कि' का प्रयोग	सीता को चाहिए कि वह लिखने का अभ्यास करे। तुम्हें/तुमको/चाहिए कि तुम हमेशा सच बोलो।	मुझे .... चाहिए आपको .... चाहिए।	...... 'को चाहिए,' ओर 'वर को चाहिए कि' दोनों वाक्य रचनाओं के अंतर का ज्ञान कराना।	परिचय।
३३. 'बजे' का प्रयोग	अभी पाँच बजे है। वह पाँच बजे घर आता है।	-	विद्यार्थीयों से ठीक समय बताने का और एक-दुसरे से समय पूछने का अभ्यास।	
संज्ञाएँ :				
३४. उ/ऊ करान्त सज्ञाएँ	साधुओं ने भोजन किया। बहू घर जाई। बहुएँ घर आई। डाकू ने गोली चलाई। डाकुओं ने गोलियाँ चलाई।	वस्तु-वस्तुओं का पशु-पशुओं ने बहू-बहूओं ने आदि 'उ', 'ऊ' कारान्त परिचित संज्ञाएँ	'उ/ऊ' कारान्त पुल्लिंग शब्द का बहुवचन वही रहता है। पर 'ऊ' कारान्त के बहुवचन के साथ प्रत्यय लगने पर दीर्घ ऊ के स्थान पर 'उ' हो जाता है - का ज्ञान।	पू./सं.

३५. विशेषण-विशेष्य-प्रयोग	मैने एक सुंदर चित्र बनाया। उसने कई सुंदर चित्र बनाएँ। छोटे बच्चों ने अच्छा अभिनय किया। तुमने एक अच्छी कहानी सुनाई।	-	विशेष्य के लिंग-वचन के अनुसार विशेषण का लिंग वचन होता है का आकलन आवश्यक।	पू./सं.
३६. संज्ञाओं कां संबोधन	बहनों और भाईयो, सुनो। देवियों और सज्जनो, मेरी बात मानो।	परिचित संज्ञाओं के संबोधन रूप	अध्यापक उच्चारण की तरफ बच्चों का ध्यान खींचे, और देखे कि वे 'ओ' की जगह 'ओं' का उच्चारण तो नहीं कर रहे है।	पू./सं.
३७. कोई/कुछ का कर्ता के रूप में प्रयोग	कोई आया है। यहाँ कुछ गिरा है।	-	-	पूर्ण के लिए सूक्ष्म अध्ययन संयुक्त के लिए मात्र स्थूल परिचय
३८. पुरूषवाचक सर्वनाम + ने विभक्ति	मैने पढा। हमने पढा। इसने सुना। उसने पत्र लिखा।	मैंने, हमने, तूने, तुमने, आपने, किसने, किन्हों ने, इसने, इन्होंने, उसने, उन्होंने	सर्वनाम के विकृत रूपों का अभ्यास।	पू./सं.
३९. सर्वनामों के साथ विभक्तियाँ	इसको यहाँ रखो। यह काम किसी-न-किसी को पूरा करना होगा। तेरा काम न बिगड़े।	-	सर्वनामों के सभी रूपों के साथ सभी विभक्ति प्रत्यय जोडने का अभ्यास	पू./सं.

४०. हम लोग। तुम लोग। आप लोग का प्रयोग	हम लोग कहाँ जा रहे है?	-	-	-
विशेषण :-				
४१. (१) दोनों-तीनों-चारों.... दसों तक।	-	-	-	-
(२) आधा-पूरा......	-	-	-	-
(३) दुगुना-तिगुना	-	-	-	-
(४) ग्यारहवाँ, बारहवाँ....	सब लड़के परीक्षा में शरीक होंगे।	-	-	-
(५) सब				
(६) हर एक, हर	हर एक लड़का स्पर्धा में भाग लेगा।	-	-	-
अव्यय :-				
४२. क्रियाविशेषण अव्यय	यहाँ एक जंगल हैं। बाएँ देखो। वह सदा प्रसन्न रहता है। सुबह से वर्षा हो रही है। पहले पढ़ाई करो, फिर घुमने जाओं। आप अचानक कहाँ से आए। वह गुंडा यहाँ किसलिए आया है? .. आदि	बाएँ-दाहिने, दाएँ बाई ओर दाहिनी ओर इधर-उधर, बाहर-भीतर, पहले फिर, उसके बाद, अंत में, सदा, हमेशा, सुबह से, शाम से, आज से, अचानक-यकायक, धीरे-धीरे, जल्दी-जल्दी, ही, भी, तो, न, नहीं।	क्रिया विशेषण अव्यय का अभ्यास अपेक्षित है। क्रियाविशेषण अव्यय का अभ्यास अपेक्षित है। क्रियाविशेषण अव्यय के भेदों का अभ्यास अपेक्षित नहीं है।	पूर्ण के लिए विशेष अध्ययन, संयुक्त के लिए स्थूल रूप में परिचय।

कल, परसों	में कल घर गया था। मैं कल जाऊँगा। में परसों जाकर आया। मैं परसों जाऊँगा।	-	दोनों कालों में प्रयोग करते समय अर्थभिन्नता की ओर ध्यान।	-
४३. **विशेष प्रयोग** -से कहना -से मिलना -से पुछना.... -को बताना... -को प्यार करना.... -को माफ करना..... -ठीक करना.....	राम ने सीता से कहाँ। मेरे पिताजी से अवश्य मिलिए। आप मुझसे पुछिए। माँ ने पिताजी को मेरे बारे में कुछ नहीं बताया। हर माँ अपने बेटे को प्यार करती है। एक बार उसे माफ कर दीजिए। क्या आप यह घड़ी ठीक कर सकते है?	-	हिंदी की इन विशेष रचनाओं का अभ्यास हो स हेतु अध्यापक-बारबार ऐसे वाक्यों का प्रयोग करें और बच्चों से करवाएँ।	मात्र पूर्ण के लिए स्थूल अध्ययन (संयुक्त के लिए आठवी कक्षा में स्थूल अध्ययन
		आठवी कक्षा		
१. सहायकों क्रिया 'लगना' धातु + ने + लग + क्रिया रूप	वह पुस्तक पढ़ने लगता हैं।	लिखना	पढ़ना, खाना, खेलना, जैसी मुख्य क्रिया के साथ 'लगना' का प्रयोगज्ञान अपेक्षित।	पूर्ण के लिए
२. अपूर्ण भूतकाळ	वह रोज सुबह उठता था। वह नहाने जाता था। वह रोटी खाता था।	पढ़ना, देखना इत्यादि	अपूर्ण भूतकाल और पूर्ण भूतकाल के सभी रूपों का अंतर जानना अपेक्षित। इसके साथ ७ वीं कक्षा के भाषिक अध्यापन बिंदू (४) की आवृत्ती.	पूर्ण/संयुक्त

३. पूर्ण भूतकाळ (सकर्मक क्रियाएँ अकर्मक क्रियाएँ)	उसने एक कार खरीदी थी। वह आज जल्दी उठा था।	--		३ ते १२ तक पूर्ण के लिए
'यदि-तो' - यदि + कर्ता + धातू + ता + तो + कर्ता + धातू + ता	यदि वह मुझे बुलाता तो मैं उसके यहाँ जाता	पूछना-इ.		स्थूल परिचय (संयुक्त के लिए
५. 'पता है कि' का प्रयोग	मुझे पता हैं कि वह कहाँ रहता है।	--	विशेष रचना का आकलन	ये अध्यापन बिंदू ९ वी कक्षा में स्थूल परिचय के लिए सुरक्षित)
'मालूम है कि' का प्रयोग	उसे मालूम है कि तुम कहाँ रहते हो।			
७. संभावनार्थ :- शायद/ चाहे/ भले ही/हो सकता हैं कि/ लगता है कि,	शायद वे शाम तक आ जाएँ। चाहे रात हो जाए, हम काम पूरा ही करेंगे।	भले ही ....इ.	संभावनार्थ का स्थूल परिचय	
८. 'शायद' का प्रयोग शायद + रूत + हो	शायद वह घर पर हों। शायद वर्षा हो।			
९. 'अगर' / यदि..... तो' का प्रयोग	अगर। यदि मैं सूरत जाऊँगा तो तुमसे अवश्य मिलूँगा।	--	रचना परिचय	

१०. कर्ता + से + भूतकालिक कृदंत + नही + जाता	मुझसे बोला नहीं जाता। बुढे से चला नहीं जाता। उससे सूखी रोटी खाई नहीं जाती।	सोना, रोना, खाना..इ.	भाववाचक का परिचय (वाच्य) परिवर्तन अपेक्षित नहीं हैं।	
११. 'नहीं तो'... का प्रयोग	पढ़ाई करो, नहीं तो अनुत्तीर्ण हो जाओंगे।	--	'अन्यथा' का प्रयोग	
१२. 'जो वह' के योग से बने वाक्य	जो पास होगा वह इनाम पाएगा।		रचना का परिचय	
१३. 'अभी आया' का प्रयोग	एक मिनट ठहरो, मैं अभी आया।		भविष्य के अर्थ में भूतकालिक क्रिया का प्रयोग	१३ ते ४६ तक सभी का पूर्ण
१४. 'यो' का प्रयोग	यों रोने से काम नहीं चलेगा।		के लिए सूक्षम अध्ययन, १३ ते ३८ तक संयुक्त के लिए स्थूल अध्ययन (१८ २२ को छोडकर)	
१५. प्रेरणार्थक क्रियाएँ (१) लडना-लडाना-लडवाना (२) काटना-कटाना-कटवाना (३) देना-दिलाना-दिलवाना				

(४) पीना-पिलाना-पिलवाना	माँ ने मुन्नी को फल खिलाया। माँ ने दीदी से मुन्नी को फल खिलवाया।	प्रेरणार्थक परिचित क्रियाओं के रूप बनाने के नियम जानना। (१) लडना-लडाना-लडवाना। इसीतरह, चिढना, उठना, फैलना, लौटना (२) काटना-कटाना-कटवाना इसीतरह, जीतना लुटना, खेलना, छोडना. (३) देना-दिलाना-दिलवाना इसीतरह, रोना, छूना, पीना, धोना, सोना	आसान परिचित क्रियाओं के रूप अपेक्षित। प्रथम और द्वितीय प्रेरणार्थक रूपों का प्रयोग करने का अभ्यास	सू. स्थू.
१६. 'कहीं...तो कहीं का प्रयोग	कहीं गुलाब खिले ह तो कहीं चंपक।		रचना विशेष का ज्ञाम	सू.स्थू.
१७. कभी...तो कभी	कभी गीता देवी के दर्शन होते हैं, तो कभी सरला भाभी के।			
१८. 'न तो... (और) न (ही)' का प्रयोग	न तो राम आया, न श्याम।	--	रचना विशेष का ज्ञान।	सूक्ष्म

१९. 'जैसे ही ... (वैसे ही)' का प्रयोग	जैसे ही पिताजी बाहर निकले (वैसे ही) ब्रिटिया-रानी रे पडी। जैसे ही वर्षा सुरु हुई, उसने छाता खोल दिया।	--		
२०. 'ही नहीं ... (बल्कि) भी' का प्रयोग	उसने तुम्हारी तारीफ ही नहीं की (बल्कि) नौकरी भी दिलवाई।	--	सू.स्थू.	
२१. 'नहीं...(बल्कि)...ही' का प्रयोग	उसने तुम्हारी शिकायत नहीं की, प्रशंसा ही की है।	--	सू.स्थू.	
२२. 'हालाकि/यद्यपि/तो भी/फिर भी तथापि' का प्रयोग	हालाकि वह गरीब है, तो भी वह लाचार नही है। यद्यपि आप बीमार है, फिर भी सभा में अवश्य आएँगे।	-		
२३. अनुभव+कर्ता+को+खुशी / दुख/सिरदर्द/दुखार + है।	उसको तेज बुखार है। तुम्हें सिरदर्द, किस बात का है?	-	(१) खुशी, दुख, सिरदर्द, दुखार, जिसे है उसके 'को' प्रत्यय लगता है इसका ज्ञान अपेक्षित।	सू. स्थू. सू.स्थू.
२४. अनुभव कर्ता+ को + ठंड/ गर्मी/ डर+क्रिया ..... (लगना)	बच्चों की ठंड लग रही है। आपको गर्मी लग रही है। उसे डर लग रहा है।	-	(२) ठंड/गर्मी/डर-के अनुभव कर्ता के साथ - 'को' प्रत्यक लगता है - का ज्ञान अपेक्षित।	

२५. 'चाहिए' का प्रयोग कर्ता + को + धातु + ना + चाहिए	हर एक को पढना चाहिए। गर्मी में सब को ठंडे पानीसे नहाना चाहिए।	-	(३) 'को चाहिए' का ज्ञान अपेक्षित	सू.स्थू.
२६. 'की मदद/की सहायता' - का प्रयोग	मैं उसकी मदद करता हूँ।	-	'की मदद' का ज्ञान अपेक्षित	सू.स्थू.
२७. 'शब्द+ता/त्व/पन - का प्रयोग	कवि सुंदरता का पुजारी होता है।	वीरता, मित्रता, मनुष्यत्व, अपनापन	-	सू.स्थू.
२८. सामासिक शब्द	वह दिन-रात मेहनत करता है।	माँ-बाप, खट्टा-मीठा; भला बुरा; दाल-रोटी, देशसेवा, कामचोर इ.	द्वंद्व समास के रूप योजन (-) चिन्ह लगाकर लिखे जाएँ और बाकी सभी रूप एक शब्द बनाकर लिखे जाए। वर्तनी नियम का ज्ञान अपेक्षित।	
२९. सर्वनाम-विशेष प्रयोग	उसने सबकुछ देख के लिए कुर्बान कर दिया।	बहुत कुछ, कोई तो, कुछ न-कुछ, कोई न कोई	विशिष्ट रचनाबोध अपेक्षित	सू.स्थू.
३०. जिसका .... वह का प्रयोग	आजकल हम जिसका भला करते हैं वह हमारा बुरा करता है।	-	विशिष्ट रचनाबोध सू.स्थू.	
३१. विशेषण : संख्यावाचक विशेषण परिणामबोधक विशेषण	सौ आदमी आळ हैं। थोडासा दूध पी लो।	चौथाई, सवा, डेढ, पौन, ढाई, साढे, सभी, कुछ कुछ-कुछ, थोडा-थोडा, थोडा-बहुत, बहुत-कुछ इ.	संख्या वाचक और परिमाण में फर्क का ज्ञान अपेक्षित।	सू.स्थू.

३२. 'जो कुछ' 'जो भी' का प्रयोग	जो कुछ है, सामने रखा है। जो भी आगे बढेगा, वह सफल होगा।	'जो कोई'	रचना बोध	सू.स्थू.
३३. 'जो-जो' 'जिस-जिस' 'जिन-जिन' का प्रयोग	जिस-जिस ने सुना, चकित हो गया।	'जिन-जिन'	सू.स्थू.	
३४. 'से' तुलना करने के लिए	मोहन सोहन से बडा हैं।			
३५. -'बाला', प्रत्यय का प्रयोग	सामनेवाला मकान किसका है ?	पीछेवाला, ऊपरवाला, नीचेवाला, हँसनेवाला, जानेवाला, टोपीवाला, मिठाईवाला, खिलौनेवाला.	सू.स्थू.	
३६. कुदंत विशेषण (वर्तमान कालिक एवं भूतकालिक)	बहता पानी साफ रहता है। उगता चाँद सब को भाता है।	जलती लकडी, सडा अंडा, फटा कपडा दौडता आदमी, डूबती नैया, उगता चाँद..	वर्तमान कालिक एवं भूतकालिक कृदंत रुप एवं उनका विशेषण के रूप में प्रयोग अपेक्षित।	सू.स्थू.
३७. उपसर्ग-प्रत्यक	यह सुशील है। वह धनवान है।	परिचित शब्दों में से उपसर्ग प्रत्यय ढूँढना।	उपसर्ग और प्रत्यय-आकलन एवं उपसर्ग-प्रत्यय लगाकर शब्द बनाने की क्षमता अपेक्षित।	सू.स्थू.
३८. अव्यय - (क्रिया विशेषण संबंध सूचक, समुच्चबोधक, विस्मयादिबोधक)	वह धीरे-धीरे-जा रहा है। रमेश के साथ मोती है। सीता और गीता दोनों घर पर नही है।वाह, तुमने तो कमाल कर दिया।	अभी-कभी, कभी-कभी ऊपर-नीचे.. और, या, क्योंकि, कि, अरे, वाह रे, हाय ..... परिचित अव्यय शब्द	अव्यय शब्दों का ठीक तरह से प्रयोग (सूक्ष्मज्ञान) एवं उनके भेदों का प्राथमिक ज्ञान अपेक्षित।	सू.स्थू.

३९. (१) धातु+ते+समय (२) धातु+ते+ही	(१) खाते समय बातें न करो १ (२) वह आतेही बोलने लगा	-	विशिष्ट रचना बोध	सू.
४०. '- का स्वगत करना' '- का कहना मानना' '- की आज्ञा मानना' '- को होना का प्रयोग '- के होना (एकवचन-बहुवचन में) का प्रयोग.	सब का स्वागत करो। बडो का कहना मानो। बडों की आज्ञा मानो। रविवार को छुट्टी होती हैं। गाय के चार पैर होते है। आदमी की दो आँखे होती हैं। गाय की एक पुछ होती हैं। गाव के चार पैर होते हैं।	-	विशिष्ट रचना पद्धती का बोध शरीर के अवयव, नाते-रिस्ते से संबंधित विधान करते समय संबंधकारक का "के" (एक वचन/बहुवचन, पुल्लींग-स्त्रीलिंग) प्रत्यय लगता हैं। - इस नियम का बोध अपेक्षित	सू. -
४१. के-का पुलींग-स्त्रीलिंग प्रयोग	मेरी एक नाक है। सीता की दो बहने हैं। गोपाल के दो भाई है।	-	इस नियम से परिचित कराते समय मेरी दो आँखे है। और मेरी आँखे काली हैं। मैं प्रयुक्त 'मेरे-मेरी' के प्रयोग में का आकलन भी अपेक्षित।	
४१. धातु+चुकना सहाय्यक क्रिया का प्रयोग	पिताजी घर आ चुके है।	जाना, खेलना... इत्यादि परिचित क्रियाएँ...	विशिष्ट रचना बोध	सू.
४२. कर्ता+को+धातु+ना+है।	राम को घर जाता है।	खाना, पढना... इ. रिचित क्रियाएँ.	विशिष्ट रचना बोध	सू.
४३. विधि (संभावनार्थ)	मैं जाऊँ? हम जाएँ?	तू/तुम/आप/बहु/वि	सभी पुरुषो में विधिवाचक वाक्य निर्माण क्षमता अपेक्षित।	सू.

४४. 'कर्मवाच्य'	यहाँ चावल अधिक खाया जाता है।		कर्मवाच्य हिंदी की स्वाभाविक रचना नहीं समझी जाती है।	सू.
४४. 'कर्मवाच्य-चाल'	इसलिए मात्र परिचय अपेक्षित। कर्तृवाक्य का कर्मवाच्य में परिवर्तन का अभ्यास न कराया जाए।			
४५. धातु+ने+वाला/वाली	वह आने वाला है। वर्षा होने वाली है।	जाने वाला, चलन वाला, आने वाला.....	'वाला' के प्रयोग से बने शब्दों का परिचय	सू.
४६. विशेषण				
'इतना', 'उतना', 'जितना' - के प्रयोग 'घटिया, बढिया... के प्रयोग	उसे जितना पैसा मिला वह उसके लिए काफी था। घटिया माल नही खरीदेंगे		इतना, उतना, जितना, से बने वाक्यें का परिचय; विशेषण रूपों का प्रयोग।	

परिशिष्ट २

उच्च प्राथमिक स्तर पर

हिंदी की आधारभूत शब्दावली

केंद्रीय हिंदी संस्थान, आग्रा द्वारा प्रकाशित हिंदे की आधारभूत शब्दावली यह शब्दावली मराठी, हिंदी, गुजराती समान या मिलते-जुलते शब्द, महाराष्ट्र शासन की पाठ्यपुस्तकें आदिके आधारपर तैयार की गई है।

अंग	अनुमति	आज्ञा	इच्छा	उद्घाटन
अंकुर	अन्याय	आटा	इज्जत	उद्देश्य
अंगीठी	अपमान	आत्महत्या	इत्र	उद्योग
अंगूठा	अपराध	आत्मा	इतिहास	उन्नति
अंगूठी	अपेक्षा	आदत	इन्कार	उपकार
अंगूर	अभाव	आदमी	इनाम	उपज
अंत	अभिनय	आदर	इमली	उपदेश
अंतर	अभिमान	आदेश	इमारत	उपस्थिती
अंदाज	अभ्यास	आधार	इरादा	उपाधि
अंधेरा	अमरूद	आनंद	इलाका	उपाय
अक्षर	अरबी	आम	इलाज	उपेक्षा
अखबार	अर्थ	आमदनी	इल्जाम	उम्मीद
अचरज	अलमारी	आरंभ	इशारा	उम्मीदवार
अचार	अवसर	आराम	ईट	उम्र
अच्छाई	अवस्था	आरी	ईख	उलझन
अटारी	अविश्वास	आरोप	ईमानदारी	उस्तरा
डचन	अलसी	आलपीन	ईर्ष्या	उस्ताद
अत्याचार	असलियत	आला	ईश्वर	ऊखल
अदरख	अस्पताल	आलू	ऊँगली	ऊँचाई
अदालत	आँख	आवश्यकता	उत्तर (जबाब) (दिशा)	ऊडद
अधिकार	आंदोलन	आवाज	उत्पादन	ऋतु
अध्यक्ष	आँसू	आशा	उत्सव	एकता
अनार	आईना	आश्चर्य	उत्साह	एडी
अनाज	आकाश	आश्रय	उत्सुकता	ओढनी
अनाडी	आग	आश्वासन	उदारता	औजार
अनुभव	आजादी	इंजन	उदाहरण	औरत

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बहू	बीमा	भूख	महल	मुरमुरा
बही	बीमारी	भूमि	महँगाई	मुकदमा
बाँध	दुखार	भेल	महाजन	मुकाबला
बाँस	बुद्धी	भेंट	महिला	मुख
बांसुरी	बुनाई	भेंवर	महिना	मुट्ठी
बाँह	बुराई	भेद	महिमा	मुरब्बा
बाग	बूँद	भोजन	माँ	मुंढेरा
बाघ	बेलन	भौंह	माँग	मुँगफली
बाड	बेर	मंडी	माँड	मुश्किल
बाधा	बेटा	मंदिर	मांस	मुसीबत
बाजरा	बवकफी	मकान	माट	मुस्कराहट
बात	बैल	गक्खन	माता	मुस्कान
बातचीत	बैंक	मचान	मात्रा	मुँह
बादल	बैंगन	मछली	माथा	मुहल्ला
बादशाह	बोझ	मजदूर	मान	मूँग
बानगी	बोतल	मजा	माफी	मूछ
बारात	बोरा	मंजिल	मामला	मूर्ति
बारी	ब्याह	मजाक	मामा	मूली
बादाम	भंडार	मटका	मार	मूल्य
बालू	भगवान	मटर	माल	मृत्यु
बालटी	भय	मठ्ठा	माला	मेज
बालक	भलाई	मत	मालिक	मेंढक
बारीस	भविष्य	मतलब	माली	मेला
बिच्छू	भाई	मदद	मिट्टी	मेहनत
बिजली	भाग्य	मधू	मिठाई	महेरबानी
बिछावत	भाव (दर)	मन	मित्र	मेहमान
बिछोना	भाषण	मनसूबा	मिलन	मैदान
बिरादरी	भाषा	मनिंहार	मित्रता	मोगरा
बिल	भिंडी	मनुष्य	मिलाप	मोती
बिल्ली	भिखारी	मरीज	मिल	मोची
बिस्तर	भीख	मलाई	मियाँ	मौका
बीज	भीड	मस्तिष्क	मिसरी	मौत
बीडी	भुगतान	महत्व	मील	मौसम
बीबी	भुट्टा	महफील	मीनार	मौसा

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नौ	उनतीस	उनचास	उनहत्तर	नवासी
दस	तीस	पचास	सत्तर	नब्बे
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बारह	बत्तीस	बावन	बहत्तर	बानबे
तेरह	तैतीस	तिरपन	तिहत्तर	तिरानबे
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बीस	चालीस	साठ	अस्सी	सौ

महिने - अंग्रेजी

जनवरी	मार्च	मई	जुलाई	सितंबर	नवंबर
फरवरी	अप्रैल	जून	अगस्त	अक्तूबर	दिसंबर

दिन

सोमवार, मंगलवार, बुधवार, गुरूवार (बृहस्पतीवार), शुक्रवार, शनिवार, रविवार (इतवार)

विशेष सूचना :- इस आधारभूत शब्दावली में हर माध्यम के अनुसार संशोधन की गुंजाईश है। पाठ्य पुस्तकें, पूरक पुस्तके, मौखिक कार्य ..... आदि के द्वारा उच्च प्राथमिक स्तर पर छात्रों को इन शब्दों से परिचित कराया जा सकता है। संयुक्त पाठ्यक्रमके लिए अलग से शब्दावली नहीं बनाई गई हैं।

ENGLISH (THIRD LANGUAGE)

Part 1

Preamble

1. INTRODUCTION

For the first time after Independence a National Policy on Education has been formulated prescribing a uniform course of studies in all the States in the country. Teaching of English at different levels of education has an important role to play. English like other languages, fulfils the functional (communicative) literary (aesthetic) and cultural (integrative) needs of the learner.

English is a window on the world. It is a language in which the latest scientific and technological knowledge and information are readily available. It primarily serves us as a Library Language. As an Associate Official language of the country and as an International Link Language, it has important functions to perform in our education system. In the State of Maharashtra English should be introduced in the fifth standard as a third language. By the time the student completes secondary education he would have studied it at least for 6 years.

2. OBJECTIVES

The objectives of teaching English are geared to the needs of learners and the position of English in the socio-economic and the cultural life of the nation. The objectives spelt out in terms of language abilities of Listening, Speaking, Reading and Writing in the Upper Primary and Secondary levels are the same. The abilities however, vary from course to course and from stage to stage in the degree of attainments.

The terminal outcomes of learning English in the primary and upper primary stages are that the learner develops -**THE ABILITY TO UNDERSTAND ENGLISH WHEN IT IS SPOKEN**(The Skill of Listening)

The learner :-

- understands simple statements, questions, commands.
- follows directions given orally.
- follows simple narrations or descriptions
- maintains his/her listening attention for a reasonable length of time.
- listens to English programmes on radio and watches programmes on television.

THE ABILITY TO SPEAK INTELLIGIBLY (The Skill of Speaking)

- speaks intelligible while making statements, asking questions, giving instructions reporting events.

- narrates simple experiences and series of events within the range of his/her linguistic ability.
- converses in familiar social situations.
- uses polite expressions in appropriate contexts.

THE ABILITY TO READ ENGLISH INTELLIGENTLY AND IMAGINATIVELY (The Skill of Reading-aloud and silent)

- develops correct reading habits.
- grasps meaning of words and sentences from the context
- understands notices and written instructions
- follows sequence of ideas and facts etc.
- forms the habit of reading for pleasure and information.

THE ABILITY TO WRITE CORRECTLY (The Skill of Writing)

- writes neatly and legibly with correct spelling and reasonable speed.
- uses appropriate vocabulary and constructs sentences correctly.
- writes paragraphs, letters, simple narrative pieces.
- writes accurate descriptions of people, places and things.

To attain these objectives the guide-lines have been laid down for the effective implementation of the syllabus in English.

3. APPROACHES, METHODS AND TECHNIQUES STRUCTURAL APPROACH

The syllabus incorporates structural items. (linguistic items) which form the core of the COURSE CONTENT for each year. They have been arranged in such a way that the earlier structures facilitate learning the latter ones. The textbook writer and the teacher may change the order of the structural items, if necessary.

Illustrations given against each linguistic items, determine the scope of the structural items to be learnt at a particular level. The other aspects of the same may be introduced in higher classes.

SITUATIONAL APPROACH (Meaningful Learning)

Language is primarily used to communicate thoughts, ideas, feelings etc. The teachers are advised not to teach structural items in isolation but to use them in the situation which would appeal to the learner and inspire him to use the language in his own context whenever required. The communicative aspect of the language should never be ignored.

AURAL-ORAL APPROACH

Each structural item used in a particular situation should be presented orally first on each occasion so that the learner gets opportunities to develop the ability of listening. Optimum efforts must be made to involve the learner in speech and conversation.

MULTI-SKILL APPROACH

In the early stage, emphasis is being laid on developing the oral skills, as they facilitate learning the skills of reading and writing. It is not desirable to ignore reading and writing at the same time. So, balance in the development of all the four skills has to be maintained.

4. ORAL WORK

The first year syllabus is expected to be implemented orally. However, reading and writing could be introduced and practised incidentally. The learner should be exposed to the use of the language and encouraged to act and take part in conversation.

In upper primary clases, about four weeks in the beginning of every year could be devoted to oral work. During that period the language learnt in the earlier classes could be practised in the form of remedial work which would help the learner to regain confidence and facilitate the process of learning further.

The syllabus emphasises the crucial role of oral work which should be freely resorted to during the entire period of learning English, as it is the quickest means of practising and ensuring assimilation of new constructions and their usages.

5. PRONUNCIATION

The teacher should realise the importance of pronunciation in language learning Stress should be laid on fluency. Practice in pronunciation will be conducted as an integral part of language learning class.

6. READING

Knowledge of the letters of the alphabet is not essential for acquiring the mechanism of reading. So the learner should be initiated to the skills of reading right from the beginning. 'Look and Say' is the most useful method for introducing READING in the early stage. For which teachers are advised to prepare their own flash cards and reading charts. No doubt the black-board is the most useful device which could conveniently be used for 'learning to read'. The teacher should understand that the Reader Textbook is not the only device for teaching reading.

The skill of reading aloud is important but more important is the acquisition of the skill of silent reading with a fair degree of speed and comprehension.

The learning must be encouraged to read more and more books for pleasure and information. Simplified and graded material should be made available at all stages.

7. USE OF THE READER

The learner should be asked to read the lesson after he has acquainted himself with the use of all the language items used in it. The Reader (Textbook) is not a device for introducing the language items but a source that supplies interesting material to re-inforce what has been learnt orally. It also provides excellent samples of modern usages and demonstrates how to use the language in connected sequences in real-life situation which cannot be contrived within the limits of the classroom. The Readers must be used in such a way that it accelerates the process of achieving the goals of learning English as well as the larger goals of education.

8. WRITING

Practising strokes forms the background to 'learn to write'. Then the formation of the letters of the alphabet (Small and Capital) should follow. Only the print script is desirable at this stage.

In the early stage of writing (copying) the learner must be asked to copy words phrases and sentences from the blackboard and paragraphs from the book. Once he has acquired the mechanism of writing he should be involved in practising exercises on linguistic items learnt orally. Periodical dictation exercises form an effective method of teaching the skill of writing.

Graded copy books should be made available to pupils for this purpose.

9. COMPOSITION

The teaching of Composition will begin with oral work at the preliminary stage. It should follow oral and written exercise on the matter read and should lead to reproduction of stories, simple descriptions of familiar objects, scenes, people, narration of events with the help of guidelines and linguistic ones.

10. GRAMMAR

The chief aim of the teaching of English is to develop comprehension and direct expression. Hence, teaching the fórmal aspect of grammer is not expected at this stage but the functional aspect, that is, explanation of the usage of the linguistic items may be done as a short-cut to quick understanding.

11. USE OF MOTHER-TONGUE

The mother-tongue of the learner should not be used indiscriminately. It should be used, if necessary to explain the meaning of content words, the behaviour of language items and certain points of usages.

12. POEMS

Poems are to be learnt for pleasure. The rhythm of the language is acquired incidentally through poems. Each reader should include some simple and enjoyable poems for recitation.

13. VOCABULARY

A list of content words is given in Part-III. About 150/200 words may be used in the fifth standard and the number may be increased in subsequent years so that the learner would have mastered about 1500 words at the end of Standard VIII. Some other words occuring naturally in the course of conversation but not listed, may also be taught by the teacher. Similarly, freedom is given to add to or to subtract from the select vocabulary to the extent of ten per cent. Thus there is ample scope for initiative and experiments on the part of enterprising and imaginative teachers or Textbook writers.

14. HOMEWORK

Homework need not be merely textual. Activities and tasks enjoyable by the learner should be set and they should be asked to use appropriate language. The assignment may include collecting pictures and naming them, writing names of members of the family, relatives, friends etc., visiting places of works and talking to people in English.

15. USING LANGUAGE INFORMALLY

Some of the structural items, pharases, vocabulary items (words) included in the syllabus for all the classes could be presented and practised whenever the occasion arise. For this the teacher need not hesitate even to change the order of the structural item. He should first use it in the oral work as it would fit we in the context. This would help him to create the proper atmosphers for earning and conduct activities in the class.

Here are just a few items for incidental learning :

Social Manners

Numerals

Ordinals

Day, Date, Time, Weather, etc.

Anomalous Finites (can, may, should, etc.)

Commands

Verbs and Perception.

16. READERS (COURSE BOOKS)

Readers should be written in accordance with the syllabus laid down for each class. They should provide interesting and useful materials for developing all the skills (Listening, Reading, Speaking, Writing) of language learning. It is desired that the materials in the Readers would expose the children to the use of the language in the modern way of life. The balance should be stuck between Indian and foreign background.

Poems should be selected very carefully only for recitation and comprehension at this level.

Exercises should be employed for intensification of language patterns learned orally as well as for composition.

17. EVALUATION

Learner's behavioural changes in achieving the final goals should be observed and recorded for the assessment of teaching/learning process. It is not only the end product but the process of learning that matters in this regard. Various tools of evaluation should be adopted at each level to suit individual differences among learners.

Periodicals tests, and sessional examinations are to be administered to supplement the assessment of the individual.

To make results a true index of the learner's attainments :

(a) all the skills should be tested.

(b) questions should be objective based.

Objectives and their specifications

Std. VI

1. The Skill of Listening

The student

- identifies words, phrases and sentences in normal conversational speed and guesses the meaning from the context.
- listens carefully to a speech/passage being read aloud.
- listens to simple stories/descriptions (upto 150 words) so as to be able to give the main points/present the events in the serial order etc. afterwords.
- listens to songs, stories and poems with enjoyment.
- listens to a joke.

2. The Skill of Reading

- Revision

student

- reads words, phrases and simple sentences
- reads aloud commands and exclamations with proper sentence stress and sentence tone.
- reads aloud passages (upto 5 sentences) from the blackboard.
- reads Roman numerals.

3. The Skill of Speaking

The student

- produces the distinct sounds of the English language.
- says longer sound sequences as stress-groups.
- uses simple intonation patterns.
- answers questions with yes/no or short answers.
- asks short questions with only wn-words or wh-words+ two or three words.
- makes descriptive statements.
- speaks 2-5 sentences about given topics.

4. The Skill of Writing

The student

- write neatly on one line.
- write short and long sentences.

- write answers
- fills in the blanks
- forms questions.
- completes a sentence in as many ways as possible.
- writes short sentences.
  (a) about an incident.
  (b) news already heard or told.
  (c) a story.
- writes short compositions (5-6 sentences) about animals, friends, professions, school etc.
- describes a given picture in 5-6 sentences.
- writes numerals in figures and words (upto 100)
- writes ordinals in figures and words (upto 20)
- writes Roman numerals (upto X)
- Punctuation : Capitalization, comma, semi-colon, exclamation mark.

5. The Skills of Reproduction

- Listen and say : The student says simple sentences, poems after listening to them previously.
- Look and say : The student reads aloud short expressions.
- The student revises orally the patterned sentences learnt previously.
- The student says words/sentences when a clue is given.
- The student writes to dictation : words (handling difficult consonant sequences as in 'scrunch'), compound words.
- The student translates from English to the mother-tongue single sentences or sequences of 3-5 sentences.

6. The Skills of Conversation

The Student

- talks about everyday topics school, games, likes and dislikes, hobbies, pets etc.
- discusses a picture in question/answer format (1-12 sentences)
- talks to a stranger to give him the needed information (in a simulated situation).
- The student enact skits (15-20 sentences)

7. **Miscellaneous Skills.**

The Student

- re-arranges a list of words alphabetically.
- reads a clock and tells the time.
- responds to riddles.
- makes use of a pictorial dictionary.

Linguistic Items

1. Its (Possessive)	This is a book. Its cover is red.
2. Simple past tense of be (a) was/were	My book is on the table now. It was in the cupboard. You were in Standard five last year.
(b) was not/wasn't were not/weren't	Meena was not/wasn't in Solapur. She was in Kolhapur. There were not/weren't present here yesterday.
3. Simple Past Tense of be Verbal-Questions	Was Suresh in the Class yesterday? Were you in Bombay last week?
4. Simple Past Tense of be wh-Question Where?	Where was Ramesh on Monday?
5. Wh-Question-Who?	Who were with you on the playground yesterday?
6. at (Spatial)	The Headmaster is standing at the gate.
7. but	Prakash is fat, but Meeṇa is thin. Chandu is swimming but Rekha is not swimming.
8. or	Are you reading or sleeping?
9. Uncountable Nouns	This is tea and this is coffee.
10. in/on/at (temporal)	Sabina was here in July. Were you present on Monday, Suresh? Come to me at six.
11. Plural Number of pronous	
(a) We/You/They (Persons)	We are here. You are there. They are in the Class-room.

(b) They (Plural of 'it')	These are note-books. They are on the table.
12. (a) Our/your/their	This is our class-room.
(b) Their (plural of they)	There are your notebooks, boys. These are children. These are their caps.
13. (a) us/you/them	Chitra is coming to us. Boys, I am showing my new watch to you. I am giving these flowers to them.
(b) them (plural of 'it')	These are notebooks. I am putting them on the table.
14. Plural Number Verbal-Questions are not/aren't	Are these pens? No, they aren't.
15. Plural Number (Wh-questions)	
(a) What - ?	What are these? They are bats.
(b) Where - ?	Where are my marbles?
16. Apostrophe's	
(a) Proper noun	Vasant is Padma's brother.
(b) Common noun Singular and Plural Number.	My son's birthday is on 5th of May. This boys' Hostel.
17. Wh-question whose ..?	Whose bat is this?
18. of	This is the point of the pencil. This is the bottle of ink.
19. Future Tense shall be/will be	I shall go to Nagpur tomorrow. Vimala will be there, too.
20. Future Tense with other verbs (Affirmative and negative statements) shall not/shan't will not/won't	I shall go to Nanded tomorrow. Salma will go there soon. I shall not/shan't play in the team this year. Manish will not/won't come here again.
21. Future Tense Verbal-questions	Will they go to Bombay tomorrow?
22. Future Tense Wh-questions	
(a) What ...?	What will you cook tomorrow?

(b) Where ... ?	Where will he go next month ?
(c) When ... ?	When will you visit us again ?
(d) Who .. ?	Who will help me in the kitchen ?
23. Past tense of regular and irregular verbs (Affirmative and Negative statements) did not/didn't.	The children worked hard last year. John took a photograph an hour ago. We did not/didn't go to the film.
24. Past Tense	
Verbal-question	Did you go to market yesterday ?
25. Past Tense	
Wh-questions.	
Who/What/When/Where	Who gave you this watch ? What game did you play last evening ? When did you come to school yesterday ? Where di you find this ring ?
26. do (as main verb)	
(questions in tenses learnt so far)	Sita is doing her homework now. What will you do tomorrow ?
27. Some/any/no (with countable and uncountables)	Shankar has some papaya trees in his garden. Have you any ink ? I haven't any money. I have no friends in this town.
28. Introductory there	There are three lions in the zoo.
(with countables and uncountables learnt so far)	There is some water in the jug.
29. Verbal-questions	Were there any pencils in the box ? Is there a clock on the wall ?
30. Wh-questions	
What .. ?	What is there in your bag ?
31. Simple present (Habitual) (Affirmative Statements)	We go to school every day. He gets up early in the morning.
32. Simple present (Negative statements) do not/don't does not/doesn't	I do not/don't go to market on Sunday. He does not/doesn't take tea every day. The children do

		not/don't go to school on a holiday.
33.	Simple present Verbal-questions.	Do you help your father ? Don't you help your mother at home ? Does Madhavi work hard ? Doesn't he play foot-ball ?
34.	Simple Present Tense Wh-questions. Who/What/When/Where	Who brings you letters ? What do you do in the evening every day ? When does he wake-up ? Where do they live ?
35.	beore/after (a) Time (b) With reference to order	He reached the station beore four. He reached home after six. May comes before June. 'M' comes after 'L'.

Objectives and their Specification
Std. VII

1. The Skill of Listening

The Student

- listens to songs, stories, short poems for pleasure and reacts to them.
- listens to short passages, stories or dialogues (about 200 words) so as to able to answer simple questions.
- listens to simple descriptions and follows the central idea.
- listens to the news read in Indian accent. (e.g. All India Radio)

2. The Skills of Reading

The student

- reads aloud with proper pauses.
- reads aloud with proper intonations.
- reads silently.

3. The Skills of Speaking

The Student

- says monosyllabic, disyllabic and polysyllabic works with proper word-accent.

- makes the accent-change in derivations.
- speaks sentences with proper stress pattern.
- answers wh-questions with a single work or phrase.
- describes an object, incident etc. (5-10 sentences).

4. **The Skill of Writing**

The student

- writes neatly on one line.
- writes answers to the questions set on the lessons in the textbook.
- writes short summaries of stories, passages and events.
- writes simple conversational pieces.
- writes simple letters (e.g. letter of thanks)
- writes with emphasis on vocabulary selection (e.g. bright, clever, smart, effective etc., instead of 'good').
- makes paragraph divisions.
- Punctuation : • Question-marks, colon, dash, hyphen.

5. **The Skills of Reproduction**

- Listen and say : The student says complex and compound sentences after listening to them previously.

The Student :

- writes to dictation : simple sentences.
- says from momery : a short passage. (about 5-10 sentences).
- writes the key words from a short speech/passage read aloud.
- gives a single word for a phrase.
- gives other words related to the key-word of a semantic field.
- reports and/or renarrates an event of changing the role or time. (upto 100 words).
- translates from English to the mother-tongue connected passages of descriptive or narrative content.

Note : Translation from the mother-tongue to English should not be introduced in this standard.

6. **The Skills of Conversation**

The student/s :

- discusses a topic with the help of points.
- construct a dialogue as a group activity and enact it.
- discusses passages/stories/plays given in the text book.

7. **Miscellaneous Skills.**

The student :

- makes use of a telephone.
- tells a riddle.
- tells a joke.
- makes use of an illustrated dictionary.
- prepares his/her own glossary.

Linguistic Items

1. have got/has got (possession) (Affirmative, Negative and Interrogative)	Krishna has got a small house but we'have got a big bungalow. I haven't got any tops. Have you got any?
2. had (past tense of have/has)	We had a dog in our house last year.
3. can/cannot/can't (ability)	We can swim but we can't cannot fly.
4. Verbal-question	Can you speek English?
5. Wh-question	What can I do for you?
6. with/together	Kamal is with Padma. Padma is with Kamal. They are together.
7. Questions with which	Here are some books. Which do you want? Which shirt did you buy in Calcutta?
8. in front of/behind	There is a garden in front of my house. There is a bit well behind the temple.
9. one (Pronoun)	There are four glasses on the table. Take a big one.

10. Simple Present tense other uses	
General truth.	Two and two make four.
Ability	Chitra sings well.
Process	We take a glass of water, add a few drops of lemon and then add some sugar and salt, then stir it.
Numerals (51 to 100 and more)	
11. Telling the time (fractions)	half past two. a quarter to five. a quarter past three. five to ten. ten past four.
12. Ordinals (First-Second) (Third-fifteen)	Sunday is the first day of the week. June is the sixth month of the year.
13. for (duration/person)	We played kho-kho for two hours. I bought a doll for my daughter at the fair.
14. may (request, permission, possibility)	May I go out, Sir? Yes, you may. I may come again in a few minutes.
15. Indefinites one/another	This is one book. This is another.
one/the other	Kantibhai had two umbrellas. One was old and the other was new.
one/the others	One is weaving and the others are watching him.
some/the others	Some girls are cutting vegetables and the others are making chapaties.
16. (A) Adverbs	
(a) Time-early late etc.	Sunil gets up early but Seeta gets up late.
(b) Frequency once, twice, three/four times	Jump once/twice/ three times.
(c) Degree-very well not at all etc.	Chitra sings quite well.
(d) Mid-Position-always, often, sometimes, never	Vasanti always comes late. Anand is sometimes late. We often go to park. I never tell a lie.
17. Verbs of Cognition (like, know, understand etc.)	Arti likes mangoes but she does not like bananas. I know Hindi very well. Bahadursing understands Telgu, but he can't speak it.

18. Verbs of perception (See, hear, smell, taste, feel etc.)	We see with our eyes.
19. Past progressive (Affirmative and negative statements)	From seven to nine in the morning, some children were sweeping the floor, some were cleaning the windows, but the rest were not helping them.
20. Past progressives Verbal questions	Was Bhakti knitting the whole morning ? Were you going to the railway station with your father last evening ?
21. Past progressive Wh-questions.	What were you buying at the market ? Who was travelling with you ? Where were the women working ?
22. Progressive pronouns (mine, yours, ours, etc.)	This book is mine. That book is yours, Aparna. That bicycle is his. This bag is hers. This class room is ours. These books are yours, boys. Those cows are theirs.
23. both the/all the	Here are two books. Both the books have good stories. All the boys are in the class.
24. many/much	I haven't many friends in Chandrapur. There is not much food in the house.
a few/few	He took a few biscuits. (several) He took few biscuits. (not many)
a lot of/plenty of	He took a little butter. (some). He took little butter. (not much). There is a lot of sugar in the pot. There are plenty of people at the bus-stop.
25. either-or/neither-nor	Eighter he or his brother will come to us. Vimal will have either tea or coffee in the morning. Shirish will either play foot-ball or go out for a walk. Neither Abhay nor his brother study engineering. The study art. I like neither oranges not apples. I like grapes. I shall neither read nor write but

	I shall watch the TV.
26. Expression of measurement (Age, Height etc.)	Rahul is twelve years old. Kamal is 150 cms. tall.
27. Questions with how (How+adj.)	How old are you ? How tall is Suresh ? How much wheat did you buy ? How many bags have you ?
28. Comparison (more noun+than)	Arati has more bangles than Bharati.
(fewer noun+than)	Jayanta has fewer marbles than Pravin.
29. Comparison of Adjectives.	
(a) Comparative degree	Veena is taller than Meena.
(b) Superlative degree	Krishna is the tallest boy in the class.
(c) Comparison of equality	This box is as heavy as that one.
30. going to (for future)	We are going to buy a car this week.
31. Present perfect tense (action just completed)	I have cleaned the blackboard. Look, it is clean now.
32. Present perfect tense Verbal-questions	Have you done your home work ? Has Ashok drawn this picture ?
33. Present perfect tense Wh-questions.	Who has broken the clock ? Where has she gone ? What have you written in your note-book ? When has he gone home ?
34. Noun clause; Object of the verb	I know that he is ill.
35. for (destination/exchange)	My father left for Madras last night. Prashant bought a shirt for fifty rupees.
36. by (near/agent/mode of journey)	She is standing by the window. We shall read a story by Tagore. I always go to school by bus.
37. Adverb clause of reason (because)	Rama was absent yesterday because his mother was ill.
38. Wh-question Why.	Why was Rama absent yesterday ?
39. Except	Everybody passed Std. VI except Ankush.
40. About	About 50 children have gone for a picnic. Tell me something about the Taj-mahal.

Objectives and their Specifications

Std. VIII

1. The skill of Listening

The student

- listens with comprehension to a sequence of sentences upto a period of 20 minute.
- listens with concentration to the news and other informative programmes on radio and TV and gives the major points afterwords.
- listens to native English accent (e.g. BBC)
- listens to a short passage/story/play and understands the central idea or thought.

2. The Skill of Reading

The student :

- reads aloud a playlet with some dramatization.
- reads aloud a non-textual paragraph
- reads with fluency.
- reads silently (with progressive elimination of figer use and mouthing)

3. The Skill of Speaking

The student :

- uses the proper intonation for statements, questions, commands, and question tags.
- uses sentential pauses and breaks.
- asks wh-questions.
- makes a longer speech (a) inquiry (b) narration (c) reporting
- talks about himself/herself.

4. The Skill of Writing

The student :

- writes complex sentences.
- writes descriptive and narrative compositions with the minimum of hints (upto 25-30 sentences)
- makes up stories (upto 10-15 sentences)
- writes simple leave/job applications, news-letters, complaint letters etc.

- gives the summary of a passage.
- recognises a paragraph as a writing unit.
- uses the many ways of writing a dialogue.
- Punctuation : dash, hyphen, colon, quotation marks.

5. **The Skills of Reproduction**

The student

- conveys an oral message word by word.
- writes to dictation words and sentences with increased speed.
- writes a short textual/non-textual poems from memory.
- Substitutes one word for a phrase within a sentence.
- paraphrases a word.
- lists words belonging to the same area of meaning (e.g. farming) from a given passage
- suggests an end for an incomplete short story.
- makes commentory.
- makes notes read-write listen-write
- gives a heading to a paragraph by way of one line Summary.
- translates from the mother-tongue to English single sentences or sequences of 3-5 sentences.

6. **The Skills of Conversation**

The student

- discusses in a group a topic without any help from the teacher.
- discusses a radio/TV programme.
- discusses playlets/stories, poems not given in the textbook.

7. **Miscellaneous Skills**

The student :

- solves a crossword puzzle.
- fills in the forms.
- makes use of an illustrated dictionary.
- prepares his/her own glossary.

Linguistic Items

1. Compounds with (Every/some/any/no)	Everything/ something/ anything/ nothing Everyone/someone, anyone/no one (none) Everybody/ somebody/ anybody/ nobody.
2. Prepositional phrase used adjectively.	The box under the table is mine.
3. SVO V-ing (E)	I saw the bird sitting on the roof.
4. Out of/into	After some time we came out of the shop. Take this and throw it into the fire.
5. Through/across/along	The dog jumped through the ring. Draw a line across a sheet of paper. We walked along the sea shore.
6. Adverb clause of time with 'When' (present, past, future tense)	The pupils stand up when the teacher enters the class room. I noticed him when he came out of the well. I shall come to you when I finish my work.
7. Adverb clause of place where/wherever	Chitra spent some years where her aunt lives. The Lamb follows Mary wherever she goes.
8. must/musn't	It is very late. I must go now. You musn't drink dirty water.
9. Ought to	You ought to do your homework everyday.
10. Adjectival clause with who/(whom)	This is the man who killed the snake. The man whom you met yesterday is my teacher.
11. Adjectival clause with 'Which'	He showed me the shirt which he bought yesterday.
12. (a) Adjectival clause with 'that'	Here is the book that you asked for.
(b) Adjective Clause deletion of relative pronoun.	Show me the picture you painted.

13. Adjectival clause with 'whose'	I know a person whose son is in Japan.
14. to infinitive (object of the verb)	We must try to speak English.
15. to infinitive (purpose)	Rajanna went to the post office to buy stamps.
16. Gerund (Subject and object)	Walking is a good exercise but I love cycling
17. Formation of adverb by adding 'ly'	happy-happily Slow-slowly
18. Present perfect with 'since'	I have known him since 1974
19. Present perfect with 'for'	I have known him for ten years.
20. Adverb clause of Time with 'as soon as'	As soon as Pradip reached the river, he jumped into it.
No-sooner-than	No sooner did he complete his home work, then he went out to play.
21. Adverb clause of condition with 'if' (probable condition)	If you come, I shall give you the book.
22. Let's	Let's go out for a walk.
23. Passive voice	
(a) Simple present	The flag is hoisted on 15th August.
(b) Simple past	The story was told by Krishna
(c) Simple future with 'by' without 'by'	The result will be declared soon.
24. Reported speech (statements)	The teacher said, "Boys, Gopal is ill" The teacher told the boys that Gopal was ill.
25. (a) Should (obligation)	Nandoo is ill. He should go to the doctor.
(b) have to (compulsion)	It is raining. You have to take an umbrella with you.
26. too-to	Bindoo is too weak to climb the hill. He is too short to touch the ceiling.
27. enough	The old woman has enough money to live comfortably.

28. get + adjective	Get ready for the next programme.
29. Exclamation	What is a beautiful scene !
30. -ing forms of verbs as object of prepositions	Neelima is fond of reading.
31. So do I "So do I". Neither do I "Neither do I."	"I think Mohan will get first class this year." "I don't think it will rain this afternoon."
32. Prefer-to	I prefer coffee to tea.
33. I think so "I think so"	"Is the train late today?"
35. How-questions	How do you make ice-cream?
36. How/when/where to infinitive (forming a noun phrase)	I don't know how to drive a car. Please tell us when to pay the fees. They don't know where to go for a picnic.
37. (a) Reflexive pronoun	I hurt my self.
(b) Emphatic pronoun	She herself made the bangle box.
38. Adjective clause with when/where	Winter is the time when we put on warm clothes. This is the house where Tukaram was born.
39. Reported speech (Verbal and Why-question)	He asked me, "Do you work in the Government office?" He asked me whether I work in the Government office. The Officer asked the peon, 'why are you late?" The Officer asked the peon why he was late.
40. Such + Adjective	I like such bright colours.
41. 'a' meaning every	My neighbours go to the market once a week.
42. either neither (pronoun)	I don't want either of the two. Here are two books, Neither is good.
43. Passive voice Present perfect tense.	Ramesh has been awarded a prize by the Head Master for grand success in the examination.
44. Passive voice Past perfect tense	The thief had been caught by the police even before we lodged a complaint.
45. used to (habitual past)	I used to play cricket when I was young.

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Part III

Vocabulary for Standard V-VIII

With a very few exceptions only, the basic forms of the words are given. The other forms of the verbs, the derived pronominal forms, irregular plurals of nouns, agent noun forms, the forms of the cardinal and ordinal numbers other than those given here, are all to be taught; but only the simplest cognates and idiomatic collections should be used at this stage.

Addition to and subtraction from this list, upto ten per cent, is permitted. Provided that the changes made are in conformity with the principles underlying vocabulary selection for this stage.

Key of Abbrevations used

adj. - adjective
adv. - adverb and adverbial
art. - articles
anom.. - anomalous
aux. - auxiliary
conj. - conjunction
deg. - degree
det. - determinative
indef. - indefinite
interj. - interjection
n - noun
part - participle
prt. - partcle
pers. - personal
pl. - plural
pred. - predicative
prep. - preposition
pron. - pronoun
reflex. - reflexive
rel. - relative
sing. - singular
subs. - substitute
v. - verb.

A

a, an — indef. art and prep.
able—adj.
above—prep. and adv.
about—prep.
absent—adj.
accept—v.
across—adv. and prep.
act—v. and n.
actor—n.
admission
admit—v.
add—v.
address—v. and n.
advice—n. and n.
aeroplane—n.
afraid—adj.
after—prep. adv. and conj.
afternoon—n.
Good afternoon—n.
again—adv.
against—pre.
age—n.
among—prep.
and—conj.
angle—n.
animal—n.
angry—adj.
another—det.
answer—v. and n.
ant—n.
any—det.
apple—n.
appear—v.
application—n.

April—n.
arithmetic—n.
arm—n.
arrow—n.
article—n.
around—prep. and adv.
arrive—v.
as—conj.
ash—n.
aside—adv.
ago—adv.
agree—v.
ah.—interj.
aid—n.
air—n.
algebra—n.
alike—prep. adj. and adv.
alive—pred. and adj.
all—det.
allow—v.
almost—adv.
alone—pred. adj. and adv.
along—adv. prt. and prep.
aloud—adj.
already—adv.
also—adv. and conj.
altogether—adv.
always—adv.
ask—v.
asleep—adv. pred. and adj.
ass—n.
at—prep
attach—n. and v.
attend—v.
August—n.
aunt—n.
another—det.
autumn—n.
away—adv. and prt.
axe—n.

B

baby—n.
back—n. and adv.
bad—adj.
bag—n.
bake—v.
beside—prep.
best—adj. and adv.
better—adj. and adv.
better—adj. and adv.
between—prep and adv.
beyond—prep. and adv.
bicycle—n.
big—adj.
bind—v.
bird—n.
birth—n.
birth—n.
birthday—n.
bite—v.
black—adj. and n.
blacksmith—n.
blame—v.
ball—n.
bamboo—n.
bandage—n.
bangle—n.
bank—n.
banyan tree—n.
barber—n.
bark—n. and v.
basket—n.
bath—n.
bathe—v.
bath—room—n.
bat—n.
batsman—n.
bazar—n.
be—v. (including am, are etc.)
beast—n.
bee—n.
been—part
beak—n.
bear—n.
bear—n.
beard—n.
beat—v. and n.

beautiful—adj.
because—conj.
become—v.
bed—n.
bedroom—n.
before—prep. adv. and conj.
beg—v.
begin—v.
behind—prep. and adv.
blanket—n.
bless—v.
blind—a
blood—n.
blouse—n.
blouse—n.
blow—v.
blue—adj.
board—n.
blue—adj.
board—n.
blackboard—n.
(noticeboard—n)
boast—n.
boat—n.
body—n.
boil—v.
bold—adj.
bone—n.
book—n
bookseller—n.
born—part.
borrow—v.
both—det. and adv.
bottle—n.
bottom—n.
bow—n.
bowl—n. and v.
box—n.
believe—kv.
bell—n.
belong—v.
below—adv.
belt—n.
beneath—prep.
bench—n.
bend—v.
boy—n.
beyhood—n.
bracket—n.
bracket—n.
brake—n.
branch—n.
brass—n.
brave—adj.
bread—n.
break—v.
breakfast—n.
breath—n.
brick—n.
kbkright—adj.
bridge—n.
bring—v.
broad—n.
broom—n.
kbkrother—n.
kbrown—adj. and n.
brush—n.
bucket—n.
buffalo—n.
build—v.
bull—n.
bullet—n.
bullock—n.
bunch—n.
bundle—n.
bundle—n.
burn—n. and v.
bus—n.
bush—n.
busy—adj.
but—conj. and prep.
building—n.
bullock—cart—n.
buttor—n.
butterfly—n.
button—n.
buy—v.
by—prep. and adv.

C

cage—n.
cake—n.
calendar—n.
calf—n.
call—v.
camel—n.
camp—n.
can—anom.v.
candle—n.
cap—n.
captain—n.
car—n.
card/s—n
care—n. and v.
carry—v.
cart—i.
ckatch—v. and n.
cattle—n.
ceiling—n.
centre—n.
chain—n.
change—v. and n.
chalk—n.
champion—n.
chance—n.
chase—v.
chatter—n. and v.
cheep—adj. and adv.
check—v.
chicken—n.
cheer—n.
chemistry—n.
chest—n.
chief—n.
chin—n.
chin—n.
child—n.
choose—v.
church—n.
cinema—n.
circle—n.
circus—n.
city—n.
clap—v.
class—n.
clay—n.
cotton—n.
cough—n and v.
count—v.
country—n.
clean—adj. and v.
clear—adj.
clevet—adj.
climb—v. and n.
clock—n.
close—v.
cloth—n.
clothes—n.
cloud—n.
clown—n.
club—n.
coat—n.
cock—n.
coconut—n.
coffee—n.
coin—n.
cold—adj. and n.
collect—v.
college—n.
colony—n.
colour—n. and v.
comb—n.
come—v.
compartment—n.
competition—n.
complete—n.
contain—v.
continue—v.
cook—v. and n.
cool—adj.
copy—v. and n.
corner—n.
correct—adj. and v.
cost—n and v.
costly—adv.
cot—n.
cottage—n.
cousin—n.

cover—v. and n.
cow—n.
cricket—n.
crawl—v.
crem—n.
cream—n.
crew—n.
cross—v. and n.
crowd—n. and v.
crown—n.
cruel—adj.
cry—v. and n.
cub—n.
cup—n.
cupboard—n.
curds—n.
cure—v. and n.
curry—n.
curtain—n.
curve—n.
cut—v. and n.
cushion—n.
cassette—n.
cheer—v.
cheerful—adj.
cross—v. and n.
crop—n.
customers—n.

D.

daughter—n.
day—n.
dead—adj. and pl. n.
deaf—adj.
deal—v.
deer—adj.
death—n.
debte—n.
December—n.
decide—v.
deep—adj. and adv.
defeat—n. and v.
describe—v.
desert—n.
desk—n.
dairy—n.
dam—n.
dance—v.n.
danger—n.
dark—adj. and n.
date—n.
door—n.
double—adj.
doubt—n.
down—adv. and prep.
downstairs—adv.
dozen—det and n.
draw—v.
drag—v.
drama—n.
drawer—n.
dream—n. and v.
dross—n. and v.
drill—v. and n.
drink—v. and n.
drive—v.
develop—v.
dew—n.
dew—n.
dictionary—n.
diamond—n.
diary—n.
dictection—n.
die—v.
different—adj.
difficult—adj.
dig—v.
dinner—n.
dining—room—n.
dip—v.
dirty—adj.
discipline—n.
dish—n.
disease—n.
dispensary—n.
distant—adj.
district—n.
dive—v.
divide—v.

do—v.
doctor—n.
dog—n.
driver—n.
drop—v. and n.
drown—v.
drum—n.
dry—adj. and v.
duck—n.
dull—adj.
during—prep.
dust—n. and v.
duster—a.
duty—n.
diamond—n.
draw—v.
drawing—n.
doll—n.
donkey—n.

E.

edge—n.
effort—n.
egg—n.
eight—det.
eighty—det.
either—det.
kelbow—n.
elder—adj.
electronic—n.
elephant—n.
eleven—det.
empty adj. and v.
end—n and v.
enemy—n.
engine—n.
England—n.
English—n.
enjoy—v.
enough—det. and adv. of degree
envolope—n.
enter—v.
equal—adj. and n.
even—adv.
evening—n.
each—det. and adv.
eagker—adj.
eagle—n.ear—n.
early—adv. and adj.
earn—v.
earth—n.
earthen—adj.
eakst—n.
easy—adj.
eat—v.
ever—adv.
every—det.
examine—v.
examination—n.
example—n.
except—prep.
excuse—v. and n.
exercise—v. and n.
expect—n.
experiment—n.
explain—v.
eye—n.
effkkort—n.

F.

face—n. and v.
factory—n.
fail—v.
fair—adj.
fairy—adj.
fall—v. and n.
false—adj.
family—n.
fomine—n.
fan—n.
famous—adj.
far—adv. adv.
fare—n.
farm—n.
farmer—n.
fashion—n.
fast—adj. and adv.
fat—adj.

father—n.
fault—n.
fkear—n. and v.
feast—v. and n.
feather—n.
February—n.
fee—n.
fill—v.
film—n.
full—adj.
find—v.
final—adj.
fine—n. and v.
finger—n.
finish—n. and v.
five—n. and v.
firm—n. and adj.
first—det. n. and adj.
fish—n. and v.
fit—adj.
five—det.
fix—v.
flame—n.
flag—n.
flat—adj. and n.
flood—n.
floor—n.
floor—n.
flour—n.
flow—v. and n.
flower—n.
fly—n. and v.
fold—n. and v.
fellow—v.
fond of—adj.
food—n.
fool—n.
foot—n.
football—n.
foot print—n.
for—prep. and conj.
forbid—v.
force—v.
feeble—adj.
feet—n.
fkeel—v.
female—n.
fence—n.
festival—n.
fetch—v.
fever—n.
few—det.
filed—n. and v.
fielder—n.
fielding—n.
fifteen—det.
fifty—det.
fight—v. and n.
figure—n.
forward/s
fountain—n.
four—det.
fowl—n.
fourteen—det.
frame—n.
free—adj.
fresh—adj.
Friday—n.
friend—n.
friend—n.
frog—n.
from—prep.
front—n.
fruit—n.
full—adv.
full of—n.
fur—n.
furnish—v.
furniture—n.
future—n.
forehead—n.
forest—n.
form—n.
foreign—adj.
forget—v.
fort—n
forty—det.

G.

good evening—
gain—n. and v.
gallery—n.
game—n.
garage—n.
garden—n.
gardner—n.
gardening—n.
gas—n.
gate—n.
gather—v.
glass—n.
glove—n.
go—v.
goods—n.
goat—n.
God—n.
gold—n.
good—adj.
good day—
good morning
good afternoon—
good evening—
good night—
goose—n.
governor—n.
government—n.
grape—n.
grand—adj.
grammer—n.
grkass—n.
graze—v.
grkekat—adj.
grain—n.
green—adj.
grey—adj. and n.
grind—v.
grind—stone—n.
grocer—n.
ground—n.
group—n. and v.
glow—v.
growth—n.
guess—v. and n.
guest—n.
gun—n.
gentleman—n.
geography—n.
get—v.
girl—n.
give—v.
ghost—n.
gland—pred. adj.

H.

hold—v. and n.
hole—n.
holidays—n.
home—n. adv.
habit—n.
hair—n.
half—n. det. and adv. of degree
hall—n.
hammer—n.
hand—n. and v.
handkerchief—n.
handle—n. and v.
handsome—adj.
hang—v.
happen—v.
hard—adj. and adv.
harm—n. and v.
harvest—n.
haste—n.
hat—n.
have—v.
have—aux.v.
hawker—n.
hay—n.
he—pron. pers.
head—n.
he—pron. pers.
head—n.
headmaster—n.
heal—v.
health—n.

healthy—adj.
heap—n.
hear—v.
heart—n.
heavy—adj.
help—v. and n.
hen—n.
her—det.
here—adv.
hide—v.
high—adj. adv.
hill—n.
his—det.
history—n.
hit—v. and n.
honest—adj.
hony—n.
hook—n.
hope—adj. and v.
horn—n.
horse—n.
hospital—n.
hot—adj.
hotel—n.
hours—n.
house—n.
how—n.
hullow—interj.
hundred—det.
hungry—adj.
hunt—v.
hurry—v. and n.
hurt—v.
khusband—n.
hut—n.

I.

kin—n.
insect—n.
instead—adv.
instrument—n.
insult—n.
iron—n.
it—pers. pron.
innocent—adj.
intelligent—adj.
interval—n.
invite—v.
ivory—n.
I—pers. pron.
ice—n.
idea—n.
idle—adj.
if—conj.
ill—adj.
imaginary—adj.
important—adj.
in—prep. and adj.
inch—n.
indeed—interj.
India—n.
indoors—adv.

J

Jail—n.
January—n.
jar—n.
jewel—n.
join—v.
joint—n.
joke—n.
jolly—adj.
joy—n.
judge—n.
juggler—n.
juice—n.
July—n.
jump—v. and n.
June—n.
jungle—n.
junior—adj.
just—adv.

K

kingdom—n.
kitchen—n.
kite—n.

kitten—n.
knee—n.
knife—n.
knit—v.
knock—n. and v.
knot—n.
know—v.
Kettle—n.
keep—v.
key—n.
kick—n. and v.
kill—v.
kind—n.
king—n.

L

Laboratory—n.
ladder—n.
lady—n.
lake—n.
letter—box—n.
library—n.
lie—n. an.
lift—v.
light—n. v. and adj.
lightning—n.
like—adj. and adv.
lily—n.
line—n.
lion—n.
lip—n.
liquid—n.
list—n.
listen—v.
little—adj. det. and adv.
live—v.
load—n.
lamp—n.
lone—n.
language—n.
lange—adj.
last—adj. and adv.
late—adj. and adv.
laugh—v. and n.
laundry—n.
lay—v.
lazy—adj.
learn—v.
least—det. and adv.
leather—n.
leave—v.
left—n. and adj.
leg—n.
lemon—n.
lend—v.
less—det. adv. and prep.
lesson—n.
let—v.
letter—n.
load—v. and n.
loaf—n.
lock—n. and v.
log—n.
long—adj. and adv.
length—n.
look—v. and n.
looking—glass—n.
loose—adj.
lorry—n.
lose—v.
lot—n.
lotus—n.
loud—adj.
love—n. and v.
lovely—adj.
low—adj. and adv.
luck—n.
lunch—n.
lung—n.
luggage—n.
lamp—post—n.
lier—n.
life—n.
loss—n.

M

make—v. and n.
man—n.

manage—v.
manner—n.
manufacture—v
many—det.
map—n.
marble—n.
match—v.
March—n. and v.
mark—n. and v.
market—n.
marry—v.
master—n. and v.
mat—n.
matches—n.
mathematics—n.
matter/s—n. and v.
many—anom—v.
May—n.
Mayor—n.
me—perf. pro.
meal—n.
mean—v.
means—n.
meanoing—n.
meat—n.
middle—n.
midnight—n.
mile—n.
milk—a. and v.
mind—a. and v.
minute—n.
mirror—n.
miss—v.
Miss—title
mistake—v. and n.
mixture—n.
mix—v.
model—n.
Monday—n.
moment—n.
money—n.
money—order—n.
monkey—n.
month—n.
month—n.
moon—n.
more—det. adv. ad. of degree
morning—n.
mosque—n.
most—det. adj. adv. of degree.
mother—n
motor—car—n
meat—n.
melt—v.
medicine—n.
meet—v.
member—n.
museum—n.
music—n.
must—anom. v.
my—pers. adj.
mine—pron.
mouse—n.
mouth—n.
move—v. and n.
Mr. and Mrs.—title
much—det. adv. adv. of degree
mud—n.

N

Nail—n.
name—n. and v.
narrow—adj.
nature—n.
naughty—adj.
near—adj. prep.
neat—adj.
necessary—adj.
neck—n.
need—aux. v. and n.
needle—n.
neighbour—n.
nephew—n.
nest—n.
net—n.
never—adv.

new—adj.
news—n.
newspaper—n.
next—det. and adv.
nice—adj.
nice—n.
night—n.
ninety—det.
no. —det. and adv. degree
nobody—n. subs.
nothing—n. subs
notice—n.
nowhere—n. subs.
noise—n.
noon—adj.
none—n.
nonn—sense—adj.
nor—conj.
north—n. and adv.
nose—n.
not—adv.
note—book—n.
November—n.
now—ad. and prt.
number—n. and v.
nurse—v. and n.
nut—n.

O

obey—v.
object—n.
October—n.
of—prep.
off—prep. and adv.
office—n.
officer—n.
often—adv.
oh—interj.
oil—n.
old—adj.
on—prep. and adv. prt.
once—adv.
one—det. and n. subs. perso. pron.
only—det. and adv.
open—adj. and v.
opposite—adv.
or—conj.
orange—n. and adj.
order—n. and v.
ordinary—adj.
organ—n.
orphan—n.
ornament—n.
other—det.
our—det.
our—det.
out—adv. prt.
outdoor—adj.
outside—n. adj. adv. and prep.
over—adv. prt. and prep.
owe—v.
owl—n.
own—det. and v.
ox—n.

P

perfect—adj.
period—n.
permanent—adj.
person—n.
pet—adj.
petal—n.
page—n.
pain—n.
pair—n.
paisa—n. pl. paise
palace—n.
pale—adj.
palm—n.
paper—n.
parcel—n.
paragraph—n.
pardon—n. and v.
parent—n.
park—v.
parrot—n.
part—n. and v.

party—n.
party—n.
pass—v. and n.
past—adj. and adv. and n.
kpaste—n. and v.
pat—n. and v.
patient—n. v. and adj.
path—n.
pause—n.
pay—v. and n.
peace—n.
peep—v.
pen—n.
pencil—n.
penny—n.
people—n.
police—station—n.
pole—n.
polish—n.
pond—n.
poor—adj.
possible—adj.
potato—n.
post—n.
postman—n.
postmaster—n.
post—office—n.
post—card—n.
pound—n.
pour—v.
kpower—n + v.
powder—v. and n.
practice—n.
petrol—n.
photograph—n. and v.
physics—n.
picnic—n.
pick—v.
picture/s—n.
piece—n.
pig—n.
pillar—n.
pillow—n.
pin—n.
pink—adj. n.
pipe—n.
pink—adj. n.
pipe—n.
pity—n. and v.
place—n.
plain—n. and adj.
plan—n. and v.
plant—n.
plantain—n.
plastics—n.
plate—n.
platform—n.
play—v. and n.
playground—n.
please—v.
plenty—n. and det.
plough—n and v.
plus—v.
pocket—n.
poem—n.
poet—n.
point—n. and v.
position—n. and v.
poison—n. and v.
policeman—n.
pull—v.
pump—n. and v.
punish—v.
pup—n.
pupil—n.
pure—adj.
purple—n and adj.
purse—n.
push—v. and n.
put—v.
palace—n.
paint—v. and n.
painting—n.
pearl—n.
philosopher—n.
pleasure—n.
prompt—adj.
praise—v. and n.
pray—v.
present—n.

pretend—v.
pretty—adj.
price—n.
priest—n.
prince—n.
print—v.
prize—n.
programme—n.
progress—n.
promise—v. and n.
proounce—v.
proud—adj.
property—n.

Q.

Quarrel—v. and n.
quarter—n.
queen—n.
question—n. and v.
quick—adj.
quite—adv. of deg.
quiet—adj. and n.

R

Race—n.
radio—n.
railway—n.
rain—n. and v.
rainbow—n.
raise—v.
rare—adj.
rat—n.
raw—adj.
rat—n.
raw—adj.
read—v.
readingroom—n.
ready—adj.
real—adj.
reason—n.
record—adj. and n.
red—adj. and n.
refuse—v.
register—n.
relation—n.
remember—v.
remove—v.
reply—v.
request—n. and v.
report—n.
reserve—n. and v.
respect—n. and v.
(1) rest—v. and n. repose
(2) rest—n. remaining part.
risk—n
river—n.
road—n.
roar—n. and v.
rock—n.
roll—n.
roof—n.
room—n.
root—n.
rope—n.
rose—n.
rough—adj.
round—adj. adv. and prep.
rub—v.
rude—adj.
rule—v.
run—v. and n.
rupee—n.
repeat—v.
reward—n.
rug—n.
rush—v.
rust—n.
restaurant—n.
result—n.
return—n. and v.
reward—n.
rice—n.
rich—adj.
ride—v. and n.
right—adj. n. and adv.
ring—n. and v.
ripe—adj.
rise—v. and n.

S

Sad—adj.
soucer—n.
save—v.
say—v.
scene—n.
scent—n.
school—n.
science—n.
scissors—n.
scout—n.
scrcam—v.
screen—n.
sea—n.
season—n.
seat—n.
second—det. and n.
section—n.
see—v.
seked—n.
seen—v.
self—n.
sell—v.
send—v.
sentence—n.
September—n.
serve—v.
set—v. and n.
settle—v.
seven—det.
seventeen—det.
seventy—det.
several—det.
sew—v
shade—n.
shadow—n.
shall—aux.v.
shake—v.
shake—hand—n.
shape—n.
share—n. and v.
sharp—adj.
shave—v.
sleep—n. and v.
safe—adj. and n.
sailor—n.
saint—n.
salt—n. and adj.
salary—n.
salute—n. a. and v.
same—det.
sand—n.
sandals—n.
satisfy—v.
Saturday—n.
she—pers. and pron.—n.
sheep—n.
sheet—n.
shelf—n.
book—shelf—n.
shell—n.
shine—v.
ship—n.
shirt—n.
shield—n.
shoe—n.
shop—n.
shore—n.
short—adj.
shorts—n.
shoulder—n.
should—v.
show—v.
shower—n.
shut—v.
shy—adj.
side—n.
signal—n.
silent—adj.
silk—n.
silver—n.
simple—adj.
since—prep. adv. and conj.
sing—v.
single—adj.
sir—n.
sister—n.
sit—v.
six—det.

sixteen—det.
sixty—det.
size—n.
skin—n. v.
skirt—n.
sky—n.
stair case—n.
slice—n.
slip—v.
slow—adj. and v.
smell—adj.
smile—n. and v.
small—v. and n.
smoke—n. and v.
smooth—adj. and n.
snake—n.
snow—n. and v.
so—adv. of de. adv. of manner and conj.
sofa—n.
soap—n.
sock/s—n.
soft—adj.
soil—n.
soldier—n.
some—det.
sometimes—adv.
sun—n.
song—n.
soon—adv.
sorry—adj. and n.
sound—n. and v.
sour—adj.
south—n. and ad.
sow—v.
spade—n.
speak—v.
speed—n.
spell—v.
spend—v.
spend—v.
spill—v.
spoon—n.
sport—n.
sprad—v.
spring—v. and n.
stage—n.
suit—n.
summer—n.
sun—n.
sunshine—adj.
Sunday—n.
Supper—n.
sure—adj.
surface—n.
surprise—n.
swam—n.
sweep—v.
sweet/s—n. and adj.
sweetmeat—n.
swim—v.
swimming—
ksktamp—n. and v.
stand—n. and v.
standard—class—n.
star—n.
stay—v.
start—v.
state—n.
station—n.
stekal—v.
steam—n.
steamer—n.
steps—n.
stick—v. and n.
still—adv.
stock—n.
stomach—n.
stone—n.
story—n.
stool—n.
stop—v. and n.
storm—n.
straight—adj. and adv.
strange—adj.
stranger—n.
straw—n.
stream—n.
street—n.
strict—adj.

strike—v.
string—n.
strong—adj.
study—v. and n.
student—n.
subject—n.
subtract—v.
such—ct.
suddenly—adv.
suffer—v.
sugar—n.
swing—n.
sword—n.
satisfaction—n.
serious—adj.
servant—n.
shout—v.
statue—n.
sticker—n.
spectacle—n.
sum—n.

T

team—n.
tear—v.
tear—n.
tell—v.
temple—n.
ten—det.
term—n.
test—n.
text—n.
than—conj.
thank—v.
that—det.
the—det.
their—det.
then—adv.
table—n.
tale—n.
tail—n.
tailor—n.
take—v.
talk—v. and n.
tall—adj.
tame—adj. and v.
tank—n.
taste—n. and v.
tea—n.
teach—v.
ticket—n.
tide—n.
tiger—n.
tight—ad.
till—prep.
time/s—n.
time—table—n.
tin—n.
tiny—adj.
tip—v. and n.
tired—adj.
to—prep.
to—day—adv.
toe—n.
together—adv.
tomorrow—adv.
tongue—n.
too—adv.
tooth—n.
top—n.
touch—n. and v.
towards—prep.
towel—n.
there—adv.
therefore—conj.
they—pers. pron.
thick—adj.
thief—n.
thin—adj.
thing—n.
think—v.
thirsty—adj.
thirteen—det.
thirty—det.
this—det.
thorn—n.
those—pl. det. and n. subs.
though—adv.
thousand—det.

thread—v. and n.
three—det.
third—det.
threat—n.
threat—n.
throat—n.
through—prep. and adv.
throw—v. and n.
thumb—n.
thunder—v. and n.
Thursday—n.
tkwkelve—det. and n.
twenty—det. and n.
twice—adv.
two—det. and n.
twice—adv.
two—det. and n.
taperecorder—n.
telegram—n.
telephone—n.
television—n.
tube—n.
tube—light—n.
tyre—n.
tower—n.
town—n.
toy—n.
train—n.
train—v.
trkade—n.
tkrkavel—n.
tray—n.
tree—n.
trouble—v. and n.
true—adj.
trunk—n.
try—v.
Tuesday—n.
turn—v. and n.
tune—n.
tunnel—n.

U

ugly—adv.
unite—v.
unless—conj.
umbrella—n.
umpire—n.
uncle—n.
under—prep.
understand—v.
up—adv. and prep.
upstairs—adv.
use—v. and n.
used to—aux. v. and adj.

V

valley—n.
value—n.
van—n.
vase—n.
vegetable—n.
very—adv. and det.
view—n.
village—n.
visit—n. and v.
vanish—v.

W

wag—v.
wait—v.
waist—n.
waiting room—n.
wake—v.
walk—n. and v.
wall—n. and v.
want—v.
war—n.
warm—adj. and v.
wash—n. and v.
waste—v.
watch—v. and n.
water—n. and v.
wave—n. and v.
way—n.
we—pers. pron.
weak—adj.

wealth—n.
weapon—n.
wear—v. and n.
weather—n.
wedding—n.
Wednesday—n.
weak—n.
welcome—v. and n. and adj.
weep—v.
(1) well—n. (pit in the earth)
(2) well—adv.
west—n. and adv.
wet—adj.
what—interrogative or conjunctive word.
wheat—n.
wheel—n.
where—interrogative or conjunctive word and rel. pron.
while—conj.
whistle—adj. and n.
who—interrogative or conjunctive word and rel. pron.
why—interrogative or conjunctive word and prt.
wicked—adj.
wide—adj. adv.
wife—n.
wild—adj.
will—aux. v. and n.
will—n.
win—v.
wind—n. and v.
window—n.
wing—n.
winter—n.
wise—adj.
wish—n. and v.
with—prep.
woman—n.
wonder v. and n.
wood—n.
wool—n.
word—n.
work—v.
world—n.
worm—n.
when—interrogative or conjunctive word (rel. adv. and sub—ordinative conj.)
wound—n. and v.
wrist—n.
write—v.
wrong—ad. n. v. and adv.
waterfall—n.
weave—v.
without—prep.
whisper—v.
worry—n. and v.
worship—v.

Y

yard—n.
year—n.
yellow—adj. and n.
yes—adv. and n.
yesterday—adv.
yet—adv. and conj.
you—pers. pron.
yoke—n.
your—det.
young—adj. and n.
youth—n.

Z

zero—n.
zoo—n.

APPENDIX 4

Vocabulary—Passive (for class VII & VIII)

advance
abventure
agriculture
aim
ambition
arise
arrange
atom
attempt
awaken
bargain
battle
behave
bless
bring—up
canal
cash
character
circulate
climate
cheque
computer
congratulate
construct
copper
craft
echo
election
energy
event
exchange
experience
explode
feed
flash
flesh
fortnight
frequency
globe
grade
heal

heaven
hell
hire
holy
horizon
host
human
income
in—law
independent
literature
lonely
luck
material
manage
manufacture
maximum
metal
modern
mosque
native
nation
novel
occupy
opinion
opportunity
origin
orbit
outline
overtake
parliament
partner
planet
play—write
plug
cultivate
current
custom
dawka
debt
destroy

draft
disappoint
discover
discuss
democracy
recite
recognise
recovet
regular
reflection
religion
remind
repeat
replace
require
sacred
secret
sense
(five—senses)
society
solve
solution
space
steam
steel
stem
succeed
supply
switch
take
off
tax
telegram
telephone
temperature
thermometer
traffic
unity
union
universe
university

industry
interest
invent
job
journey
knowledge
kerosene
landing
leisure
liberty
volunteer
voice

vote
warm
weight
weave
whether
whisper
wire—(wireless)
yarn
yawn
zone
polite
population

problem
produce
profit
prove
public
publish
quality
quantity
receive
recent
refer.

MATHEMATICS

Introduction

The Central Government declared the National Policy on Education in 1986. Mathematics as a subject is given an important place in the school syllabus in the plan made according to this policy. It is decided that mathematics should be a compulsory subject upto the Upper Primary level.

Instead of viewing Mathematics as one particular subject, mathematics may be regarded as a medium to develop student's abilities of thinking, reasoning analysis and that of logically correlating various things collection and measurement of numerical data play an important role in each subject keeping this in mind, learning mathematics has to be considered in all possible contexts, without restricting it only to be surroundings of the students.

As the lower primary level students should master knowledge of numbers, numerals, symbols, knowledge of geometrical shapes, counting of currency and operations of measurement of time length and capacity. Further, they should be able to use it in their day to day life.

At the Uppper Primary level the student should be introduced to concepts and principles in addition to this. He should assimilate business mathematics measurements, statistics numerical calculation, applied geometry and algebra developments of some skills in the abilities of measuring, drawing figures and preparing models is also expected Graphs and numerical data should be understood. He should be able to use to solve sums.

The syllabus of mathematics at the Primary level should be practical. Study of arithmetic and business mathematics should be completed at the primary level. He should be acquainted with mathematical signs, international nomenclature, numbers and symbols.

Objectives of Teaching Mathematics

(Standard VI to VIII)

1. To develop the concept that Algebra is a generalisation of arithmetic.
2. To acquire skills of operationing additions, substraction, multiplication and division for rational and irrational numbers accordingly and relate it with practical mathematics.
3. To use the concept of average in solving the problems of practical mathematics.
4. To understand the concept of ratio, direct and inverse variation, percentage and use these concepts in solving problems of financial transactions, profit & loss, partnership, time, work and velocity etc.
5. To develop concept of indices of square, cube, square root, cuberoot.
6. To read the graph and also to draw the graph from given data.
7. To recognize and draw the diagram of triangle, quadrilateral and polygon and to use the formulae of measuring all interior-angles and area of these diagrams in practical mathematics. To recognize the relation between circumference and diameter of the circle. To understand and draw the area of circle.
8. To calculate the volume of parallelopiped, cube, cylinder, cone and sphere with the help of formulae.
9. To experience the integration among Algebra, Arithmetics and Statistics and to develop the attitude that Mathematics is life oriented enjoyable science.
10. To aware constantly that mathematics is a language of Science through the development of talent and logic, to create mastery over a language and use it in solving day to day problems.

Std. VI

S.No.	Contents	Learning Outcomes
Unit I	**Numbers**	
Sub Unit I	**Natural Numbers and Whole Numbers**	
1.1	Concept of Natural Numbers	
1.2	Place value and face value of a digit in a given decimal number.	To write the face value and place value of digits in a given number. To explain the difference between two place values of digits.
1.3	To write a natural number in its expanded form and vice versa	To prepare a natural number from given digits and to write it in the expanded form. To write the number in reduced form when it is given in the expanded form. To recognise the distinction between two meanings of zero. Zero represents origin if all the objects from the collection are taken out then remaining objects are represented by zero
1.4	Whole Numbers : Expansion of number system.	To understand the difference between natural numbers and whole numbers.
1.5	Plotting the whole numbers on a number line.	To represent the whole number on a number line. To explain the places of two given consecutive numbers (as to left or to right)
1.6	Concept of successor of natural/whole number.	To write the natural number along with its successor. To write the whole number along with its successor. From the above concept show that natural and whole numbers are infinite.
Sub Unit 2	**Properties of operations on whole numbers**	
2.1	Addition of any two whole numbers is a whole number	To learn the property

2.2	Addition of two numbers is commulative. Addition is the same irrespective of order	Add or multiply by making proper groups of numbers.
2.3	Addition of zero and any whole number is that whole number.	
2.4	Addition of three or more numbers taken in any association, is the same (Associative property)	To find out the answer by using distributive property.
2.5	In the set of whole number if you subtract larger number from smaller number the answer is not a whole number.	To solve some simple examples by using the property.
2.6	Product of two whole numbers is a whole number.	
2.7	Multiplication is commulative	
2.8	Product of whole number and zero is zero. Properties of different operations should be explained with the help of examples without using technical words.	
2.9	Product of number one and any whole number is the whole number.	
2.10	The product of 3 or more numbers taken in any groups is the same Associative property of three or more numbers.	
2.11	Multiplication is distributed over addition.	
2.12	Dividend = Division X quotient + Remainder.	
2.13	Zero cannot be divided.	
2.14	If zero is divided by any whole number answer is zero.	
Sub Unit 3	**Divisibility**	
3.1	To write the prime factors of a number in the form of Product, To write the factors of a number	

	and prime number along with the prime factors in the form of Product. The number 1 is neither a compound number nor a prime number. This should be specifically cleared. Concept of pairs of prime numbers should be explained. It should also be illustrated that every compound number is a product form of prime numbers.	Factorise the given compound number. To recognise prime number and compound number. To write the given prime number in the form of Product of its factors.
3.2	Greatest Common Divisor is a common divisor of two or more numbers. Common divisor and Greatest Common Divisor. It should be expressed that if two numbers have no common divisor. They are called relative prime numbers.	To find greatest common divisor of two or more numbers by listing method of divisors.
	Greatest Common Divisor by division method and by finding prime factors	To find G.C.D. of two or more numbers by finding their prime factors. To find G.C.D. by division method when two or more numbers are given. To find G.C.D. by observation taking into account the properties of G.C.D.
	Properties of G.C.D. If 'b' is divisible by 'a', then G.C.D. of 'a' and 'b' is 'a'. When 'a' and 'b' are relative prime numbers then their G.C.D. is 1.	
3.3	Least Common multiple common multiples of two or more numbers. Least common multiples of two or more numbers by find prime factors	To find the multiples of given numbers. To find the L.C.M. of two or more numbers by listing multiples. To find the L.C.M. of two or more numbers by prime factors. To find L.C.M. of two or more numbers by division method.
	Properties of L.C.M. (i) If 'b' is multiple of 'a' then 'b' is L.C.M.	

	Content	Activities
	of 'a' and 'b'. (ii) If 'a' and 'b' are prime numbers then their L.C.M. is 'ab' First number X Second number = Their L.C.M. X their G.C.D.	Find the L.C.M. by observation by using properties (i) and (ii)
		To find 4th term when remaining 3 terms are given.
3.4	Simple properties of Divisibility (i) If a number is exactly divisible by other number then the number is divisible by each divisor of the other number	Verify the property by using numerical problems.
	(2) If a number is divisible by two or more relative prime the number is also divisible by product of those two or more prime numbers	Develope the property by induction method (By using proper) examples.
	(3) If a number is a divisor of each of two or more numbers, then the number is also divisor of addition of those numbers	If a number is a factor of given number, then the number is divisible by the factor. This is to be explained.
	If a number is a divisor of two numbers then it is also a divisor of difference of those two numbers (subtraction)	
Sub Unit 4	Integers	
4.1	Necessity of directed numbers and symbol writing	To illustrate the meaning of directed numbers by using physical quantities (e.g. 30°C temperature) Use of directed numbers in day to day incidence (e.g. Withdrawal of Rs.25 from account. To deposit Rs.110 in account). Positive and negative numbers are represented by the symbols '+', '-' respectively.
4.2	To represent integers on the number line	To know that the 'O' is the origin of the number line. To represent positive and negative numbers on the number line

The number represented on left side on number line is less than the number represented on right side on the number line. Any positive integer is greater than any negative integers.	To recognise the comparison (relation) between two integers. To write all the integers between two given integers.
Zero is less than any positive integer and greater than any negative integer	To write the given integers in descending order and ascending order.
4.3 Addition and Subtraction of integers.	
To represent addition and subtraction of small integers on the number line	To add and to subtract by using number line.
Properties of Addition.	
Explain the properties by illustrations without giving the very names of the operations.	To learn the properties and to verify them.
(i) Sum of two integers is an integer (ii) Integers can be added in any order. (Commutative property) (iii) Sum of zero and any integer is the integer (iv) Addition of 3 or more integers can be operated in any order by forming groups. i.e. irrespective of order.	Add given integers by forming proper groups.
Concept of opposite numbers.	
Subtraction of integers $a-b=a+(-b)$ (a, b are integers)	To find opposite number of a given number. The opposite number of 'a' is (-a) and the opposite number of '(-a)' is 'a' ∵ If $a+(-a)=0$ Subtract any integer from the other integer according to mathematical rules. In set of integers we get answer if we subtract an integer from another integer.

Absolute value of integer. The absolute value of a positive integer is itself. The absolute value of a negative integer is its opposite number. The absolute value of zero is zero.	(State the absolute value of a given integer.)
4.4 Product of integers (a) The product of two integers having same signs is positive (like signs) (b) The product of two integers having opposite signs is negative (unlike signs) (c) In both cases, the product of mod values of two integers equals the mod values of their product.	To multiply any two integers.
4.5 Properties of multiplication 1. The product of the integers is an integer. 2. Multiplication can be operated in any order (commutative) 3. Product of zero and any integer is zero. 4. Product of number 1 and any integer is the integer. 5. Three or more integers can be multiplied in any order forming suitable groups.	To verify the property by operating multiplication by forming suitable groups. Development of property by simple illustrations. Without using technical terms.
4.6 Distributive property of integers a x (b+c) = a x b + a x c (a,b,c are integers)	To solve the given expression by using distributive property.
4.7 Division of integers quotient is positive if both the integers are of like signs. Quatient is negative if both the integers are of unlike signs	To divide any integer by an integer other than zero. To know that the quatient may not be an integer. To know that no number is divisible by zero. If zero is divided by an integer other than zero, the answer is zero.

Sub Unit 5	**Solving the brackets.**	
5.1	Brackets are used to form groups.	Simplify the expression by solving brackets.
5.2	While solving the brackets it is not necessary to change the signs of the terms in bracket if the bracket is followed by positive sign.	
5.3	If the bracket is followed by negative sign it is necessary to change the sign of each term in bracket while solving bracket.	
5.4	When there are number of brackets of various types the inner-most bracket should be solved at the beginning. The operation should follow in order and outer most bracket should be solved at last.	
Sub Unit 6	**Index of Integers.**	
	Products of the same number again and again is expressed in index form.	To recognise the index and base of the number written in index form. To express the product in the index form.
	Write the number by using symbols of base and index	Evaluate the following expressions. (i) 50^2 (ii) $(-2)^5 - (2)^5$ (iii) $(-2)^2 \times (3)^2$ (iv) $(5)^2 \times (10)^3 \times (-1)^3$ (v) $(-1)^{27} \times -1, (-1)^{56} = 1$
	(Even and add indices of '(-1)'	
Unit II	**Applied Mathematics**	
Sub Unit 1	**Ratio, Proportion**	
1.1	Ratio.. Ratio is the comparion by division. When two expressions of the ratio are without common factor then it is called reduced ratio.	To find ratio of two expressions, express it in the form of reduced ratio. (the expressions which are to be compared should be of the same unit. It should be noted that there is no unit for ratio).

1.2 Proportion. Equality of two ratios is proportion. If a:b = c:d we say that a,b,c,d are in proportion. a,b,c,d are called 'terms of proportion' a,d are extremes b,c are means. Product of the means is equal to product of extremes. Terms of the proportion can be written in different arrangements. If a:b=b:c then a,b,c, are in proportion.	To decide whether the given 4 terms are in proportion To find 4th term when 3 terms are given. When a proportion is given. Those terms can be expressed in four different types. To decide whether given three terms are in proportion.
Sub Unit 2 Percentage	
2.1 Meaning of percentage and its symbolic presentation.	
2.2 Transformation of simple fractions and ratio in percentage and percentage in simple fractions and ratio.	To transform given fraction or ratio into percentage. To transform percentage into ratio or fraction.
2.3 Transformation of decimal fraction to percentage and vice versa.	To transform the given decimal fraction to percentage and to transform the given percentage to decimal fraction.
2.4 To find the percentage of a given number	To find y% of X e.g. to find 45% of 40.
2.5 To find the percentage ratio of the second number to the first number.	Solve (i) 8 is □ % of 48 (ii) 70 out of 75 means □ %
2.6 Verbal Problems (Select examples from population, class registration etc.)	Solve verbal examples based on percentage.

Sub Unit 3	**Unitary method.**	
	To find the value of one article from the given value of many articles and from the value of one article to find the value of (asked) number of articles. (As far as possible avoid examples based on indirect proportion but they can be introduced)	Some types (i) Find the price of 7 books when the price of 4 books is Rs.16.40 (ii) 17 chairs can be bought for Rs.960.50. How many can be bought for Rs.5650 ?
Sub Unit 4	**Profit and Loss**	
4.1	Cost price, Selling price, Profit and Loss Profit = Selling Price - Cost Price Loss = Cost Price - Selling Price Profit = Selling Price - Cost Price Loss = Cost Price - Selling Price	To find profit or loss when sells price and cost price are given. To find cost price when selling price and profit or loss are given. (In the examples cost price may include transport charges and travelling expenses)
4.2	Profit percent Loss percent	To find cost price when selling price, profit percent or loss percent are given. To find selling price when cost price, loss percent or profit percent are given.
4.3	Verbal Problems	To solve verbal problems on profit and loss by using methods based on proportion and percentage e.g. 4 dozons of pens are purchased at Rs.7.20 per dozen and they are sold at the rate of 65 Paise each. What is percentage profit or loss ?
Sub Unit 5	Simple Interest Principal, Period, Rate of Interest, Interest, Amount.	To find interest and Amount by using percentage unitary method when principal, period and rate are given. e.g. (i) Find the interest on Rs.700 for 3 years at the rate of 5% (2) Find the amount on Rs.600 for 2 years at the rate of 8%.

S.No.	Contents	Learning Outcomes
Unit III	**Geometry**	
Sub Unit 1	**Basic Concepts of Geometry**	
1.1	Point	To show the point with the help of sharp pencil. To recognise the points from the figure. Points are denoted by capital letters as A,B,C
1.2	Line	Draw a line with the help of ruler. Name the line as l,m,n letters. To recognise the geometrical line. Illustrate some examples of geometrical line from some familiar articles.
1.3	Plane	Give some examples of planes from familiar things (surface of table, paper etc.) Name the planes.
1.4	Segment	Give some familiar examples of segments. Draw a segment by joining two points with pencil. Name it as Segment 'AB'.
1.5	Ray	Ray can be named from end point of ray and any other point on the same ray. (By folding paper this concept can be explained).
Sub Unit 2	**Properties of Line and Plane**	
2.1	One and only one line can be drawn through two distinct points.	Verify this property by folding paper.
2.2	Name the line from any two points on the line	Recognise the lines from the figure and name them.

2.3	Collinear points, Non-collinear points	To observe whether 3 or more given points are collinear by folding paper and ruler.
2.4	Intersection of lines, paralled lines, parallel rays.	To find the intersecting and non-intersecting lines from given geometrical figures. To find intersection point of given lines. To know segments may or may not interesect in one point but non intersecting segments are not necessarily parallel. Segments are parallel if the lines, of which the segments are subsects are parallel. To know concept of parallel rays.
2.5	Concurrent lines and point of concurrence.	To find whether three or more lines are concurrent. To find the point of concurrance.
2.6	Deformation of plane, Intersection of planes, parallel planes.	Three non-collinear points determine a plane. Two intersecting lines determine plane. To verify this property. Name the plane from 3 non-collinear points on the plane. To verify that the intersection of two planes is a line. To recognise parallel planes and to name them.
Sub Unit 3	**Segment**	
3.1	To measure and to draw segment	To recognise the units of measurement of length. To measure the length of segment with ruler. To draw segment of given length.
3.2	Congruent segments, segments of equal length are congruent.	To verify that the segments are congruent with the help of divider. To draw a congruent

		segment to a given segment. To recognise congruent segments in geometrical figures. To draw segment having length equal to addition or subtraction of lengths of two segments.
Sub Unit 4	Angle	
4.1	Union of two rays having common end point is an angle.	To draw the angle and to name the angle. To illustrate the vertex and the sides of the angle when its name is given.
4.2	Vertex of the angle sides, interior, and the exterior of the angle.	To know different types of the angles to read the names of the various angles from the geometrical figures.
4.3	Comparison of angles.	To recognise the given angles are small or great or congruent to each other by observation.
4.4	Types of angles, Right angle, Obtuse Angle, Acute angle.	To know the types of angles as right angles, obtuse angles and acute angles from given figure. To prepare right angle by folding papers.
4.5	Unit of measuring the angle is degree, Protactor.	To measure the degree of given angle with the help of protractor. To decide the type of an angle by measuring the degrees. To determine the type of angle, as right angle, obtuse angle and acute angle according to degree measure.
4.6	Congruent angles. Angles with equal measure	To draw congruent angle to the given angle (a) with the help of tracing paper. (b) with the help of set square (c) with the help of ruler and compass. To verify that given angles are congruent.

4.7	Different types of angles Adjacent angle, Angles in linear pair, supplementary angles and complementary angles, opposite angles.	To decide the types of angles from the figure. To observe the properties of measures of angles.
Sub Unit 5	**Perpendicular Line**	
5.1	Definition of perpendicular line	To draw a perpendicular on a given line by folding paper. (Discuss the perpendicular segment, ray). To find that these are perpendicular to each other.
5.2	Construction of perpendicular line	To draw a perpendicular on a given line from a point on the line with (i) set square and (ii) Protractor. To draw a perpendicular on the given line from the point out side the line.
Sub Unit 6	**Parallel Lines**	
6.1	Parallel lines, perpendicular distance.	To draw parallel lines by folding papers. To draw parallel lines with the help of set square.
6.2	Pairs of angles at the point of intersection of transversal.	To recognise the corresponding angles, alternate angles, and cost interior angles with the help of parallel lines and transversal.
6.3	Properties of parallel lines	Congruency of corresponding angles formed by transversal congruency of alternate angles formed by transversal. Sum of interior angles is 180 o. To know these tests and to solve examples based on them.
6.4	Construction of parallel lines.	To draw a parallel line by paper folding method. To

		draw a parallel line through a point outside the given line. To draw a parallel line at a given distance from the given line.
Sub Unit 7	Triangle.	
7.1	Figure obtained by joining three noncollinear points. Sides, vertices, angles, exterior angles, interior angles of a triangle. Interior part of a triangle and exterior part of a triangle.	To draw a triangle, To name the triangle. To name the sides, vertices and angles of a triangle. To recognise the exterior angles of a triangle. To recognise the interior opposite angles of a triangle. To recognise that a given point is either in interior part or in exterior part of a triangle.
7.2	Types of triangles.	To recognise the types of triangles based on angles - acute, angled triangle, right angled triangle, obtuse angled triangle. The types of triangles based on sides - equilateral triangle (All sides equal) isosceles triangle (any two sides equal) Scalene triangle (Sides of different lengths) To prepare different triangles by cutting papers. To recognise types of triangles.
7.3	Properties	(i) Sum of measures of three angles of a triangle is 180 o (ii) Exterior angle is equal to sum of interior and interior opposite angles. (iii) To recognise the properties of congruent sides, angles and to verify them. To solve examples based on the property.

Sub Unit 8	**Circle**	
8.1	Centre, radius, diameter chord.	To recognise simple examples of circle from familiar articles. To draw a circle with the help of circular article. To draw a circle of given radius with compass. To explain centre, radius and diameter by folding circular paper. To find centre radius and diameter with the help of other instruments.
8.2	Relation between radius and diameter.	To recognise the different parts of a circle. To understand the relation between radius and diameter.
Sub Unit 9	**Construction by compass and ruler.**	
9.1	Bisecting Segment.	To bisect the segment by folding paper. To bisect the segment by compass ruler. To divide the segment into 4 parts. Verify the const. by measuring
9.2	Bisecting angles.	To bisect the angle by folding paper. To bisect angle by compass and ruler and to verify it by measuring it with protactor.
9.3	To draw a perpendicular	To draw a perpendicular by folding paper (i) To draw a perpendicular to a given line from a point outside the given line by compass and ruler. (ii) To draw a perpendicular from a point on the line.
9.4	To draw parallel lines	Draw a line parallel line to a given line by using compass and ruler.

Unit IV	Mensuration	
Sub Unit 1	Area	
1.1	Area, unit of area	To explain the necessity of finding area.
1.2	Necessity of unit	To compare two areas by observation. To recognise the unit of measuring areas
1.3	Area by graph paper	To find the area of a given figure with the help of graph paper.
1.4	Area of a rectangle and square	When sides of the rectangle are given. Find the area by using formula Area of rectangle = Length X Breadth. Given area and length find the breadth of rectangle. Given area and breadth find length of rectangle. To solve some simple verbal examples based on price, value, rate Area of a square = Square of the side. To find the area of a square by using the formula.
1.5	Area of roads.	Find the area of road when side and breadth of a road is given. To find the areas of (i) Road the surrounds the rectangle. (ii) Road that runs through inside touching the boundaries of rectangle. (iii) Roads inside, the rectangle.
Sub Unit 2	Solids	
2.1	Necessity of unit of volume (measuring)	To know the concept volume from familar examples based on volume.
2.2	Cube-parallel to piped	To recognise faces, edges and vertices of cube and parallelopiped. Give some familar examples Draw figures.

2.3	Volume of cube = (side)3	To recognise the unit of volume, to find out the volume with the help of formula by measuring its side write its unit.
2.4	Surfaces of cube (Area) = 6 X (side)2	To find the volume by the formula when side of a cube is given.
2.5	Volume of parallelopiped = length X breadth X height	To find the volume of a parallelopiped when length, breadth and height are given proper unit should be mentioned. To find out third side when volume and two sides of a parallelopiped are given.
2.6	Area of faces of parallelopiped = 2(length x breadth + Breadth x Height + Length x Height)	To find the area of faces of parallelopiped its length, breadth and height are given with the help of formula.
2.7	Verbal examples	Volume of solid, surface area of solid, cost of painting solids, the examples based on these should be solved.
Unit V	Algebra	
1.1	Use of letters, operations of additions, subtraction, division and multiplication	To write mathematical statements using letters e.g. (1) Greater than x by 3 = x+3 (2) Sum of a and b is a+b (3) 5 times b means 5b (4)Less than a by 6 = a-6 (5) 5 divided by a is 5/a
1.2	Indices	Product of letters again again is represented by indices e.g. $a \times a \times a = a^3$, $b \times b \times b \times b = b^4$
1.3	Algebrical expression	To recognise Algebrical terms concept of coefficient and index. In the form of polynomial. To recognise equal terms and unequal terms. To recognise monomal binomial, trinomial.

1.4	Evaluation	To find the value of expression when values of letters are given.
Sub Unit 2	**Operation of Algebra**	
2.1	Addition and Subtraction of algebraic expressions means to add or subtract like terms along with the coefficient	(1) To write the like terms together in horizontal form and add or subtract them (2) To write like terms one below the other in verticle form and add or subtract them.
Sub Unit 3	**Equations**	
3.1	Equation. Right hand side, Left hand side of equation	To recognise right and left side of equation. To solve the equation for different values by observation.
3.2	Solving the equation orally	Solution by observation method.
3.3	Solve the equation by using the property of equality	(1) To add the same number to both sides (2) To subtract same number from both sides. (3) To multiply both sides by same number. (4) To divide both sides by same number. Satisfy the equation by using values of letters.
3.4	Verbal problems	To form equation from verbal statements and to solve and verify.
Unit VI	**Statistics**	
1	Bar Graph	
1.1	Explanation of bar graph	To use the bar graph to compare and to understand.
1.2	Reading bar graphs	To read information from bar graph.
1.3	Meaning of graph	To explain the meaning of bar graph by observing Examples based on industrial development, Increase in productions and commerce should be included.

Std. VII

S.No.	Contents	Learning Outcomes
Unit 1	Numbers	
Sub Unit 1	Rational Numbers	
1.1	Necessity of the concept of development of the number system from integers onwards.	Division of an integer by another integer may not be integer. Illustrate this by dividing integers.
1.2	Definition of a rational number.	If any integer P is divided by any integer Q other than Zero then the quotient p/q is called a rational number given illustrations. Every integer is a rational number e.g. Integer 'a' can be shown in the form (a/1). It is a rational number. To recognise the numerator and denominator of rational number p/q. To recognise positive and negative rational numbers. Expansion in number system is necessary. While expanding all the rules of this system are valid in the expansion system. (It should be explained with discussion in each case)
1.3	Properties of rational numbers for positive integers 'a' and 'b' (1) a/b and -a/-b are the same rational numbers. (2) -a/b and a/-b are the same rational numbers. (3) a/-b and -a/b are the same rational numbers. (4) To write the mixed number in the form of fraction 2.3/4 = 11/4, -2.3/4 = -(2.3/4)	Verify the rules with some illustrations.

1.4	Represent the rational number on the number line, positive integers, negative integers, zero, their successors and predecessors.	To represent the rational number on the number line. To recognise the rational number between two integers.
1.5	Equality of rational numbers. Cross multiplication rule.	If ps = qr then p/q = r/s. From this verify that given rational numbers are equal.
	Multiply or divide numerator/denominator by the same integer other than zero.	To understand that value of rational number is not changed if the numberator and denominator is multiplied or divided by the same integr. To illustrate this.
	Reduced form	To change the given rational number into given numberator or denominator form. To understand that if there is no common divisor to numerator and denominator, it is the reduced form of rational number.
1.6	Rational number - order - relation i) a/b< **c/b if a c and b is positive ii) a/b**< c/d if ad< bc b and d are positive	To verify that the rational number on the left side is less the rational number to the right side on the number line. To verify the rules by using examples.
Sub Unit 2	**Operations on rational numbers**	
2.1	Addition of rational numbers i) a/c + b/c = a+b/c ii) a/b + c/d = ad+bc/bd	Add the given rational numbers according to rules and write the answer in the reduced form. Add two or more rational numbers by L.C.M. method.
2.2	Addition properties 1) addition is rational numbers 2) Any order 3) Convinient groups 4) Addition property of zero.	Addition of two rational numbers is a rational number. If we change the order of numbers still the addition is

		the same. Add the numbers according to rules. To verify that we can add the numbers by forming convinient groups. If we add zero to any rational number, the answer is the same rational number. Solve some examples to illustrate these properties.
2.3	Opposite rational numbers opposite number of p/q is $-p/q$, $p/q + (-p/q) = 0$	To write opposite number of a given rational number.
2.4	Subtraction of rational numbers $a/b - c/d = a/b + (-c/d)$, $a/b - c/d = ad-bc/bd$	To subtract the given rational number from the other rational number according to rule. To observe that subtraction of rational numbers is a rational number. After operating addition subtraction of expressions Answers should be reduced form.
2.5	Product of rational numbers i) $a/b + a/b + a/b$ = K times = $K\ a/b$ ii) $a/b \times c/d = ac/bd$ iii) $a/b \times c/d \times e/f = ace/bdf$	To find multiplication of integer and rational number according to rule. Multiply two or more rational numbers. Write the answer in reduced form whenever it is necessary cancel the common divisor from numerator and denominator and bring it into reduced form.
2.6	Properties of Product 1) Product of rational numbers is rational 2) Multiplication can be operated in any order (Commutative) 3) Multiplication operation can be operated by forming suitable groups. 4) Any number multiplied by zero is zero. 5) Product the	To verify the property and solve examples

	number 1 and the rational number is same rational number. 6) Multiplication is distributed over addition. 7) Multiplicative inverse of p/q is q/p p/q x q/p = 1 There is no multiplicative inverse for Zero.	To find multiplicative inverse of given rational number.
2.7	Division of Rational Numbers Division means multiplication with inverse numbers. (1) a/b÷c/d = a/b x d/c (2) a/b÷c/d = ad/bc	To divide rational numbers according to rules.
2.8	Mixed examples	Solving examples of addition subtraction, multiplication and division of rational numbers bring them to reduced form (examples should be simple)
2.9	To write the rational number in the decimal form. Special examples 2/9 = 0.2, 23/99 = 0.23, 234/999 = 0.234	To write the rational number in decimal or recurring decimal form By understanding system of recurring decimals write them in form of fraction.
Sub-Unit 3	**Indices**	
3.1	Indices of positive rational numbers 1) $a^m \times a^n = a^{m+n}$ 2) $a^m \div a^n = a^{m-n}$ 3) $a^{-n} = 1/a^n$ 4) $(a^m)^n = a^{mn}$ 5) $a^0 = 1$ 6) $(a/b)^n = a^n / b^n$	To verify the rules of indices with the help of examples. To simplify expression of rational numbers with indices.
3.2	Write too large and too small numbers in the index of 10 in proportion of 10	To write large numbers in the proportion from $a \times 10^n$ where a is the number between 1 and 10. Write smaller numbers like radius of atom,

		larger numbers like number of molecules in proportion form.
3.3	Write given numbers in form of product of indices o/10	To write the numbers in the form of decimal system in the form of indices of 10 e.g. $3475 = 3 \times 10^3 + 4 \times 10^2$ $7 X 10 + 5$
Sub-Unit 4	**Square - Square root**	
	Perfect square of natural numbers.	Any natural number which can be written as a x a where a is natural number is called as perfect square. To understand this and from this definition give examples of numbers which are perfect squares and which are not perfect squares. To ask them to learn the squares upto 20. While writing the prime factors of square number in the formal product each prime factor occurs twice. To illustrate this property find out the prime factors of given number and decide whether the number is perfect square. Explain them perfect squares from 1 to 400 orally.
4.2	Square root $n = a \times a$, a is called the square root of n. it is denoted as $\sqrt{n}$ if $n = a \times a \times b \times b \times c \times c$ then $\sqrt{n} = a \times b \times c$	Find out the prime factors of the given number and then find the square root of the number. To find out the relation between the digits in the Square and square root by observation. To decide the digits which do occur and which do not occur at unit's place of perfect square. To find the device for finding the square of root of number

having 5 at unit's place. It is impossible to findout the sq. root of negative number.

1) Quadrilateral - A coplaner figure joining 4 non-collinear points forms a quadrilateral.

A) Parts of a quadrilateral - A segment joining any two opposite vertices is called a diagonal of a quadrilateral.

B) Sum of measures of angles of a quadrilateral is 360^0.

4.2.3 C) Parallelogram - If opposite sides of a quadrilateral are parallel then that quadrilateral is a parallelogram.

4.2.3 **Rectangle -**

If in a quadrilateral, each angle is a right angle and opposite sides are congruent, then that quadrilateral is a rectangle.

4.2.3 **Trapezium** - If any pair of opposite sides of a quadrilateral is parallel then that quadrilateral is a trapezium.

S.No.	Contents	Learning Outcomes
Unit 2	Applied Mathematics	
Sub Unit 1	Direct and Inverse	
1.1	Explanation of direct variation. Explanation of inverse variation	If y varies as x directly then x/y=k (k is constant). and if y varies as x inversely then xy=k (k is constant). This is the method to understand direct and inverse variation.
1.2	Time and work	Solve following illustrative examples : 1) If a work is completed in 12 days what part of the work could be completed in 6 days. 2) A completes a work in 6 days. B completes the same work in 8 days. In how many days both of them will complete the same work. 3) 10 Workers complete the work in 15 days. In how many days 6 workers will complete the same work. 4) 10 workers complete a work in 12 days by working 6 hours a day. In how many days will 1 workers complete the same work by working 8 hours a day.
1.3	Time and distance Distance = Velocity X Time Time = Distance/Velocity Velocity = Distance/Time	To solve the examples based on formula.
Sub Unit 2	Percentage	
2.1	Percent numbers	To solve the examples based on industries, commerce, taxes, rural development etc.

	1) Find x if p% of x = y (2) If marks obtained and total marks are given. Find the percentage of marks obtained. 3) When rate of income tax is given. Find the income tax. 4) If percentage of different elements from a given compound is known find the percentage of elements.
2.2 Profit Loss	To solve the examples when selling price, Profit or Loss percent is given find cost price. To solve the following illustrative examples. (1) Cost price of first and second article is given. And first is sold at m% profit Second is sold at n% Loss. Find the profit or loss. (2) After selling article at a% profit by rupees are spent on it. Then it is sold at C Rs. There was neither profit nor loss in the bargain what was the cost price.
2.3 Simple Interest	To find simple interest and amount with the help of formulae. To find the 4th when 3 of these. To find principal amount, when rate, period, amounts and interest are given.
2.4 Mixed examples	To solve some illustrative examples (1) Some amount is deposited in the bank after some time some part of it was withdrawn. Find out rate from the amount received after the expiry of period. (2) If the same sum of rupees is borrowed on interest for different periods and the

		amount of one is given. Then find amount of the other after period is over. This should include examples industry; daily wages etc.
2.5	Discount. Purpose of discount, Types, Cash discount, Seasonal discount, discount of Printed price.	To find the discount on face value at given rate. To find the printed price if percentage discount and selling price is given. To find percentage discount when face value and selling price is given.
2.6	Commission and rebate	To find last selling price by solving examples of rebate on Khadi, rural industries, handloom etc.
Unit 3	Geometry	
Sub Unit 1	Congruency	
1.1.1	Test of congruency - To be one to one congruency is the test of congruency.	To verify that a figure cut out from a paper and placed on other figure, then there was one to one correspond between them. To draw congruent figures with the help of carbon, tracing paper
1.1.2	Corresponding elements are congruent in congruent figures	To find corresponding congruent sides, angles from congruent figures.
1.1.3	Congruent segments	If the length of the segments are equal then they are congruent. Decide the congruency of a segment by observation or measurement.
1.1.4	Congruent Angles	If the measures of two angles are equal then the angles are congruent. To verify the congruency of an angle according to this property.

1.1.5 Congruency of different figures	(1) If the sides of two squares are congruent then the squares are congruent. (2) If the length and breadth of one rectangle are congruent with the length of breadth of the other rectangle then they are congruent rectangles. (3) Circles with congruent radii are congruent Areas of two congruent figures are equal (converse may not true). Recognise different figures according to above rules.
1.2 Congruency and Construction of triangles. S-S-S Construction.	To draw a triangle when 3 sides are given. To determine that Triangles are congruent when sides are equal. To observe it by placing the triangles one over the other.
S-A-S (test) Construction	To construct a triangle when two sides and the included angle are given. To observe when S A S is satisfied then the triangles are congruent.
A-S-A (test) Construction	To construct a triangle when side, angles side are given. To decide the congruency of triangle according to A-S-A test.
Construction of a right angled triangle	To construct a right angled when hypotenuse and a side is given. To verify the property of congruency.
Application	To find if one triangle is congruent with the other triangle and if the other triangle is congruent with the third triangle. Verify the property by placing one triangle over the other.

Sub Unit 2	**Theorum of Pythogorus**	
2.1	Theormes and its converse	To decide whether the triangle is right angled with the help of formula. To find the hypotenuse when the sides making right angle are given.
2.2	Pythogorian triplets	$a^2 = b^2 + c^2$ Find the values of a,b, and c Satisfying the condition
Sub Unit 3	**Concurrence of Triangle**	
3.1	Altitudes	To define the altitude of a triangle. To determine the altitude of triangle on one side of a triangle. To draw three altitudes of a triangle by paper folding method and compuss ruler. To observe that the altitudes are concurrent. To decide the point of concurrence of altitudes of various triangles. To decide the congruency of various altitudes of triangles.
3.2	Median	To explain the meaning of medians on sides of triangles by paper folding method. or compass ruler. To observe that medians of a triangle are concurrent. To see that point of concurrence is point of trisection of median i.e. the point of concurrence divides the median in the ratio of 2:1. To observe the properties of medians of equilateral triangle.
3.3	Perpendicular bisectors of the sides	To draw the perpendicular bisectors of sides of triangle by paper folding method or

		compass ruler. To observe that the perpendicular bisectors of sides of triangle are concurrent. To verify that the point is equidistant from each vertex of a triangle. The point is the centre of circumcircle of a triangle. To observe the positions of circumcentres of various types of triangles.
3.4	Bisectors of angles of triangle	To draw the bisectors of angles of a triangle by paper folding method or compass ruler. To observe that bisectors of angle of triangle are concurrent. The perpendiculars from the point on the sides are of equal length. It is çentre of a in centre of a triangle. To observe that the circle touches the sides of a circle. To study the various positions of incentres of various triangles.
Sub Unit 4	Quadrilateral	
4.1	Rhombus	When all the sides of a quadrilateral are congruent it is rhombus. To know the rhombus. To draw the rhombus. To veify the congruency of diagonals of rhombus. To observe that diagonals bisect each other at right angles.
4.2	Square	When all the angles of a rhombus are right angle, it is a square. To know the square. To study the congruency of sides, angles and diagonals of square.

	Area of a trapezium -	If lengths of parallel sides and perpendicular distance is given, find its area. If area and perpendicular distance between parallel sides is given, find the sum of lengths of parallel sides. If area and sum of lengths of parallel sides is given find the perpendicular distance between parallel sides.
Sub Unit 5	Circle	
5.1	Angle in Semi Circle	To solve some examples based on above property. To understand the concept of the angle in semi circle. To observe that the angle is right angle to drill the idea by actual drawing. To solve some example based on the property.
5.2	Angle at the centre	To understand the angle subtended by the arc and chord at the centre. To observe that congruent chords subtend congruent angles at the centre.
5.3	Angle subtended by the arc at the centre	To know the angle subtended by the arc. To observe that the angle subtended by the arc at the centre arc congruent. To solve examples based on this property.
5.4	Angles in the same segment	To observe that the angles in the same segment are congruent.
5.5	Cyclic quarilateral	To observe the properties of opposite angles of cyclic quadrilateral from its definition. To solve some examples based on it.

5.6	The properties of chords of circle. (1) Perpendicular from the centre to the chord bisects the chord. (2) To observe that the congruent chords are equidistant from the centre.	
Unit	**Monsuration**	
Sub Unit 1	Area of parallelogram = Base x height	To demonstrate the area formula with the help of cardboard models. To find the area when base and height are given. To find the base when area of base are given. To find the height when area and base are given. To solve verbal examples based on formula.
Sub Unit 2	**Area of a triangle**	
	Area of a triangle = 1/2 x base x height Area of a right angled triangle = 1/2 x product of the sides making right angle	To find the area when base and height are given To find area when base and height are given. To find base when area and height are given. To find height when area and base are given.
Sub unit 3	**Area of Rhombus**	
	Area of rhombus = 1/2 x product of diagonals	To demonstrate the formula for area, with the help of a paper model. To find the area when the diagonals are given. To find the diagonal when area and one diagonal are given.
Sub Unit 4	**Area of trapezium**	
	Area of a trapezium = 1/2 x distance between parallel sides X sum of parallel sides	To demonstrate the formula for area with the help of cardboard model. To find the area when parallel sides and perpendicular distance

		between parallel sides. To find distance betwen parallel sides and when area and sum of parallel sides are given.
Sub Unit 5	Area of geometrical figures	To solve some verbal examples based on formula. To solve examples based on areas of triangles and quadrilateral.
Unit 5	**Algebra**	
Sub Unit 1	**Multiplication of algebraic expressions**	
1.1	Product of monomial by momial	To multiply monomial by momial like ax and by where a and b are rational numbers (1) (axy) X (bxz) (2) $(a \text{ X } y)^2$ X $(b \text{ X } z)^2$ To solve examples of product of monomials of above type. To satisfy them by substituting the values.
1.2	Multiply binomial by monomial Use of distributive property P(Q+R) = PQ + PR	To verify by substituting values that multiplication is commutative that is order is not important. To observe it by multiplying horizontally.
1.3	To multiply the bionomial by a bionomial (P+Q) (R+S) = (P+Q)R + (P+Q)S = PR+QR+PS+QS	To multiply horizontally. To verify by substituting value.
1.4	Formulae (1) $(a+b)^2 = a^2 + 2ab + b^2$ (2) $(a-b)^2 = a^2 - 2ab+b^2$ (3) $(a+b)(a-b) = a^2 - b^2$	To verify the equations by geometrical figures. To solve some examples like 101 x 99, $(102)^2$ based on formula
Sub Unit 2	**Factorisation**	
2.1	Factors of monomial	To find all possible factors of given monomial. To find common factors of two or more monomials. $ax^2 + ay^2 + bx^2 + by^2$

2.2	Factors of binomial	Factorising the bimomial like $6X^3 + 8x^2y$
2.3	Factorising by grouping/Factorise $y^2 + ay^2 + bx^2 + by^2$	
2.4	Factors based on formulae	To solve some examples based on formulae in 1.4
Sub Unit 3	To solve equations containing one variable	To solve the equations like ax + b = c, ax+b = cx+d where a,b,c,d are whole numbers. To prepare equation from verbal examples to solve and verify the equation.
Unit 6	Statistics	
Sub Unit 1	Bar graph	To draw bar graph on a graph paper. Data should be from commerce, industries, development programme. To give instruction about proportion.
Sub Unit 2	Average	To solve examples on average such that answers are integers.

Std. VIII

S.No.	Contents	Learning Outcomes
Unit 1	Numbers	
Sub Unit 1	Rational Numbers Square and Square root	
1.1	Properties 1) $\sqrt{a/b} = \sqrt{a} / \sqrt{b}$ 2) $\sqrt{ab} = \sqrt{a}\ \sqrt{b}$	To find the square roots of following types of illustrative examples according to rules i) $\sqrt{8/18} = \sqrt{4/9} = \frac{2}{3}$ ii) $\sqrt{1.44} = \sqrt{\frac{144}{100}} = \frac{12}{10}$ $= 1.2$ iii) $\sqrt{144} = \sqrt{9 \times 16}$ $= 3 \times 4 = 12$
1.2	Approximate Square root	To read the table when the nearest value of square root of the given number is given in the table.
1.3	Square root by division method	To find the square root of the given square natural number/ decimal fraction by division method. To find the square root of a non square number upto 3 decimal places by division method. To find the side of the square if area of the square is given. To find the length of a diagonal of the square if side is given by finding the square roots. To give some examples based on square roots of numbers whose square roots are rational numbers.

1.4	Rational Square root.	The numbers whose square roots are not rational are called irrational numbers e.g. $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$
1.5	Irrational numbers, Real numbers	To collect some such examples that irrational numbers cannot be expressed as exact decimal fractions or recurring decimals. They are unending after decimal points. Rational numbers and irrational numbers together form real numbers. To express that set a rational numbers is a super set of natural numbers whole numbers, integers and rational numbers. Real number is expanded form of three sets. To represent irrational number like $\sqrt{2}$ on the number line. To recognise that every point on the number line expresses real number.
Sub Unit 2	Cube root	
2.1	Perfect cube, cube roots. If n = a x a x a then n is a perfect cube and a is cube root of n. It is denoted as $\sqrt[3]{n = a}$	To ask to learn the cubes upto 10 numbers orally. To give cube roots of perfect cubes upto 1000. Illustrate that Cube root can be negative by examples.
2.2	To find cube root by finding prime factors, If n = p^3 X q^3 X r^3 X --- then $\sqrt[3]{n}$ = q X p X r X ---	Write given number in form of product of prime factors and find out the cube root.
2.3	cube root of rational numbers (1) $\sqrt[3]{a/b} = \sqrt[3]{a} / \sqrt[3]{b}$ (2) $\sqrt[3]{ab} = \sqrt[3]{a} \times \sqrt[3]{b}$	To find out the cube root of rational numbers those are perfect cubes. If the cube root of relative whole number is

		given find the cube root of similar decimal fraction. To verify that rational number a/b is a cube root of rational number c/d.
2.4	To find cube root from the table	To find the nearest cube root from the table of cube roots of numbers To explain that the cube roots of the numbers having their indices other than whole numbers are irrational numbers. To find the side when volume of a cube is given by solving examples on finding cube roots.
Sub Unit 3	**Rational Indices**	
3.1	Meaning of fractional indices	$a^{1/2}$ is square root of 'a' $a^{1/3}$ is cube root of 'a' from this explain $4^{1/2}$, $8^{2/3}$, $5^{2/3}$
3.2	Rules of fractional indices $a^m / b^m = (a/b)^m$	i) $a^m \times a^n = a^{m+n}$ ii) $a^m \div a^n = a^{m-n}$ iii) $(a^m)^n = a^{mn}$ m,n are rational numbers. To solve some examples based on these rules.
Unit 2	**Applied Mathematics**	
Sub Unit 1	**Compound Interest**	
1.1	Concept of compound interest	To find compound interest when principal, period, rate of interest are given by proportion / unitary method.

1.2	Formulae for compound interest Amount $A = P(1+r)^n$ P-Principal r-rate, n=period Interest $I = P\{(1+r)^n - 1)\}$ P=Principal r=rate n=period I=Interest	To solve the examples by using the formulae period should not exceed 3 years. Interest should be calculated yearly or half yearly. Principals should be in multiples of 50. Rate should be as 5%, 10%, $12\frac{1}{2}$ %
Sub Unit 2	Increase and Decrease	To solve examples by using formulae show increase and decrease of business, commerce, population becteria radiation etc.
Sub Unit 3	Banking Operations	
3.1	Banking	To give information about To open an account. To deposit the amount. To withdraw amount. To borrow the money on loan, To repay the money. To know about various deposits like fixed, saving, current, recurring etc.
3.2	Interest charging	To give the information about interest charging of banks. To find interest on recurring and fixed deposit etc. with the help of tables and formulae. To keep accounts of School bank.
Unit 3	Geometry	
Sub Unit 1	Symmetry	
1.1	Symmetry and axis of symmetry	If a figure is foded on a perticular line and two parts of the figure exactly coinside with each other then figure is said to be symmetrical figure and

		the line of folding is the axis of symmetry To know the symmetrical figures according to this.
1.2	Properties of symmetry	
1.	Axis of symmetry of two points.	Symmetrical points are equidistant from the axis of symmetry by using this property draw axis of symmetry.
2.	Segment joining the two points is perpendicular to axis of symmetry. Axis of symmetry is perpendicular bisector of the segment joining two ponts.	
3.	If A' is symmetrial point of A and B' is symmetrical point of B then AB = A'B' and segments are symmetrical.	
4.	If A', B', C' are non collinear points are symmetrical point of A,B and C respectively. Then triangle ABC = Triangle A'B'C'. These two triangles are symmetrical.	By understanding the property draw symmetrical figures of given figure with reference to a line.
5.	Point of intersection of two symmetrical line is on the axis of symmetry	To solve geometrical examples by using property of symmetry.
Sub Unit 2	**Congruence of Triangles**	
	S-S-S, S-A-S, A-S-A hypotenuse and a side of right angled triangle.	To recognise the tests for congruency of triangles. To solve simple examples in geometry by using tests for congruency of triangles.
Sub Unit 3	**Parallel lines**	
3.1	Property of parallel lines	(1) If line L1, parallel line L2 and if line L1 parallel Line L3 then line L2 parallel L3

		(2) If line L1, is perpendicular to line L2 and Line L3 then L2 parallel L3 By using this property solve some geometrial examples.
3.2	Parallel lines and transusersal	If there are three or more parallel lines and the intercept made by them on a transversal are equal then the corresponding intercepts on any other transversal are also equal: If there are three or more parallel lines then the ratio of intercepts by first transversal is equal to the ratio of intercepts by any other transversal. To solve examples based on this property.
3.3	Division of segments	To divide the segment into equal parts by using compass and ruler. To divide the given segment into given ratio (not to exceed 4).
3.4	Parallel lines to the sides of a triangle.	A line parallel to one side of a triangle divides the other two sides in proportion (Axiam) Converse of the above. To solve examples based on the property.
Sub Unit 4	**Similarity of Triangles**	
4.1	Similar figures	To recognise similar figures from the given figures. To know the distinction between similar figures and congruent figures. To recognise the corresponding sides, corresponding angles, corresponding points. To know that angles of similar figures are congruent and sides of similar figure are in proportion.

4.2	Similar triangle Tests of Similarity A-A-A, S-S-S, S-A-S	To draw a similar triangle to a given triangle when ratio of the sides is given. To decide whether the triangles are similar from the given information. To solve some examples based on similarity.
Sub Unit 5	**Construction of quadrilatoral**	
	To construct quadrilateral by using given information (1) 4 sides, 1 diagonal (2) 3 sides, 2 diagonals (3) 2 adjacent sides and 3 angles (4) 3 sides and 2 included angles.	Parallelograms, Rhombus, Trapezium, Rectangle, Square should be included in construction of quadrilaterals.
Sub Unit 6	**Circle**	
6.1	Chord, and Tangent	To recognise the chords and tangents of the circle. To explain that the tangent is perpendicular to the radius at the point of contact.
6.2	To draw a tangent from a point on the circle	To draw a tangent from a point on a circle with the help of compass and ruler.
6.3	Tangents from the point outside the circle	To draw two tangents from a point outside the circle. To verify that there two tangents are equal in length.
Sub Unit 7	**Coordinate System**	
7.1	Axes, quadrant coordinates	To name the axes, To recognise quadrants. To recognise coordinating of ponts. To plot the points according to coordinates.
Unit 4	Mensuration	

Sub Unit 1	Area of a triangle	When 3 sides are given $A = \sqrt{s(s-a)(s-b)(s-c)}$ (S is half perimeter a,b,c are sides) To find the area by using the formulae
Sub Unit 2	Area of a quadrilateral	
2.1	Area = 1/2 diagonal X sum of perpendiculars from remaining vertices	To find the area of quadrilateral when length of one digonal and lengths of perpendiculars from remaining vertices are given.
2.2	Area of quadrilateral by using area of triangles.	Given information about the triangles formed due to diagonals find the area of quadrilateral.
Sub Unit 3	Area of irregular figure.	
3.1	By method of triangles	To find the area of the figure by appropriate triangles. To draw the map of farm from information by surveyor system.
3.2	By surveyor system	To find the area of a farm (irregular figure) by method of surveyor's system.
Sub Unit 4	Circle	
4.1	Angular measure of arc	To measure angle at the centre of the circle subtended by arc.
4.2	Circumference radius, circumference diameter relations	Use letter -- to show the relation of circumference with diameter To tell -- is irrational number. To tell value of -- in decimal fraction approximate. Value of -- is 22/7 When radius is given find circumference by formula 2--r.

4.3	length of an arc	Given the measure of arc D calculate the length of arc = D/360 X $2\pi r$
4.4	Area of a circle	To find area of a circle by formula Area of circle = πr^2 To find the area of a sector of circle made by arc measuring D is given by D/360 X πr^2 To solve example based on formula, circular roads, expenses of the roads, etc.
Sub Unit 5	**Volume and Surface Area**	
5.1	Cylinder	Radius of circular bottom and height of cylinder is given. To find the area arc curved surface by formula $2\pi rh$ Total area of surface of cylinder = $2\pi r(h+r)$ Volume of cylinder $\pi r^2 h$
5.2	Cone	Radius is r and height is h, the slant height $l = \sqrt{r^2+h^2}$. To find the ara of curved surface by πrl, where l is slant height. Total surface area of cone is $\pi r(l+r)$ Volume of cone is $1/3\ \pi r^2 h$
4.3	Sphere	Surface area of sphere by the formula $4\pi r^2$ Volume of sphere is given by $4/3\pi r^3$ To solve problems on weight and cost of solid depending on its volume.
5.4	Verbal problems	
Unit 5	**\lgebra**	
Sub Unit 1	**Gnstant Equations**	
1.1	Costant equations and equtions	When any value of the variable satisfies the statement

		then it called constant equation To distinguish between constant equation and equation.
1.2	formulae of Constant equation (1) $(x+a)(x+b) = x^2+(a+b)x+ab$ (2) $(a+b)^3 = a^3+b^3+3ab(a+b)$ (3) $(a-b)^3 = a^3+b^3-3ab(a-b)$	To explain constant equation orally. To explain expansion. To factorise the expression by using constant equation.
1.3	Factors of trinomial	Simplify the given expression.
Sub Unit 2	Polynomial	
2.1	Division of Polynomials	Division of 4th and 5th degree polynomials by monomial, binomials, Final quotient and remainder. To observe that degree of remainder is less than degree of quotient by one. To recognise when remainder is zero division is the factor of divident. To verify that given polynomial is a factor of other given polynomial.
2.2	Division rule Dividend = Divisor X Quotient + Remainder	Solve some example to illustrate this.
Sub Unit 3	Equation	To solve the equation of the type ax+b/cx+d = K to verify that the equation is satisfied by its solutions. To solve verbal problems.
Sub Unit 4	Simultaneous	To solve simple simultaneous equations.
Sub Unit 5	Simple quadratic equation	To solve examples based on factors of trinomials.
Unit 6	Statistics	

Subject : SCIENCE

Introduction :

The present dynamic social life is based on Science and Technology. In order to shoulder the responsibility of citizenship in 21st century and in order to face the challenges of the contemporary social, economic, educational and other problems in the life of the students instead of they must have knowledge of science and technology. Further, to meet their needs of tomorrow, whatever the general education they have to undergo, the science education should be looked upon as its integral part.

There have been many scientiic inventions in 20th century to make life happy and to minimise the struggle in life. In order to fulfil the needs of life, man has utilised all the natural resources - wind mills, generator producing hydraulic electricity, transforming sea water into drinking water with solar energy, steam, coal and oil engines are some of the common examples. The use of computer science has helped in the working of problems, accurately and speedily. The computer disc has helped to preserve the detailed information collected from different fields.

The ten core elements as envisaged in the National Policy Education includes protection of environment and inculcation of scientific attitude. Science education is not only directly related to these core elements but the other core elements are also based on it. If the core elements such as eradication of illiteracy, social equality, overcoming of superstitions, concept of secularism and national integration from the national objectives are to be achieved, students should be trained to develop the attitude of logical and correct thinking and the students should be made to understand that science is one of the effective means.

The preliminary (primary) education can start from the environment in which the child is living, growing and the things happening in the environment and science principles behind each activity. Since environment can be used as the teaching aid, the primary education need not be an independent subject. Instead of that if the child is introduced to the environment and observes the environment keenly, it will be helpful to his education. At this level, the subjects like Science, History, Geography are not to be taught as principles but the theories and concepts of that subjects in relation with the everyday life should be taught. All these principle concepts and theories may not be experienced in the same surroundings. When the concept of science cannot be explained by self experience in the environment, teaching aids should be used to explain it. But at higher primary level these principles should be taught in an organised and corelated manner. The principles which were not known at preprimary level shoud be explained in more organised framework of the subject. The child will realise the inter-relationship between the physical, chemical and biological principles, and the relationship between these principles with nature and indivdual daily life.

Every subject has its own characteristics. The symbols, signs, and formulae are the speciality of science and mathematics, chemical formulae are also included in science. An important factor of science is that every thing is verified and proven by experiments. Science does not accept any statement just because it is told by some great people. It accepts the truth which is logical and testified by experiments.

The progress of science is developed only through this attitude. The science education presumes experimental skills in the students.

Science should not be taught by making compartments such as Physics, Chemistry and Biology but it should be taught as a homogeneous subject. However taking into consideration the inter-relations between these subjects, the teaching learning process should not obstruct their specialities.

The concepts of Science and the experiments based on these concepts have some process. Some of them are independent while some are bound. These should be used with discretion.

While teaching Science the main problem is of terminology. All the Marathi speaking people while learning science, should have the same language. Therefore, the language Directorate has prepared uniform terminology which should be used. While using a new word it may appear difficult and clumsy because it is unusual. The writer writing a text book and the teacher teaching it must explain scientific words in detail.

There is no reason to believe that there is difference in the intelligence between the rural and urban students. But individual experience may be different. The authors and the teachers should use their personal observation with tact while explaining the subject which will cover the students wide diversity of the experiences. Various programmes should be undertaken by Science club.

Every school should have a laboratory. The word laboratory need not be confusing. Since we are using environment as medium for curiosity, observation, a small museum type laboratory is essential.

The framers of this syllabus expect that the content of science syllabus should be transmitted more and more through text books and teaching.

It is felt necessary to have a hand book for guiding the teachers on the experiments they should perform and on discussions and the activities which student should perform in the class and outside.

It is misunderstood that the study of science is uninteresting. While teaching Science, there will be the use of words and phrase competitions supplementary to the language terminology. Such competitions and games can be conducted in Science education. A resourceful teacher can do it.

Subject : SCIENCE - Objectives of teaching - learning

Upper Primary level (Classes VI, VII & VIII)

1) To introduce the principles of Physics, Chemistry and Biology to the students.
2) To inculcate the skill and habit of measuring correctly.
3) To develop the ability of performing simple experiments.
4) To reinforce the skill of classifications, observations and inferences.
5) To help the students to understand the cause and effect behind the natural events.
6) To inculcate scientific attitude.
7) To creat awareness among the students about the need of maintaining environmental balance.

Standard VI

Std. VI

S.No.	Topic	Learning Outcomes
	Unit 1 - Science in everyday life.	
Sub Unit 1	**Science plays an important role in our everyday life.**	
1.1)	Science has helped to give solutions to problems of everyday life regarding food, clothes, housing, health, transport, etc.	Science can reveal the progress made in different fields of life.
1.2)	Inspite of so much progress in Science, many questions are unsolved.	Can tell the scientific principles behind different things in everyday life.
1.3)	There will be problems if science is misused.	Science has yet to solve what problems are to be solved. He can tell what problems science has yet to solve. Can tell the examples of misuse of science.
Sub Unit 2	**Different methods of Science are useful to take decision, solve problems and draw conclusion.**	
2.1)	Steps in scientific method are observation, hypothesis, collecting data, conclusion, Inference.	Can tell what is scientific method. Can explain different steps of scientific method through experiments. Can tell

		that science is useful in acquiring knowledge and helps in progress.

Sub Unit 3 **Man has studied science and hence it is above limitations of time and space. Science is every where.**

3.1)	The scientist from all parts of the world have helped in developing science. The benefits of science are not limited to scientists alone but all of us get the advantage of their experiments.	- Can tell with illustrations that science has developed due to the efforts of scientists from different countries. - Can tell who are benefitted by the inventions and discoveries.

Unit 2 : Materials surrounding us.

Sub Unit 1 **There are different things around us.**

1.1)	Some things are near and some are far.	- Can explain the concept of Near-Far.
1.2)	Some things are living and some non living.	- Can identify living and non living things.
1.3)	Different substances are in different states of matter, (Elements, compounds, mixtures, crystals, metals, nonmetals, amorphous)	- Can classify living and non living things. - Can tell different states of matter.
1.4)	Substances are made up of different matter.	- Can tell different types of substances.
1.5)	Matter occupies space and has weight.	
1.6)	Matter exists in 3 states, solid, liquid and gaseous state.	- Can tell different states of matter.
1.7)	Each state has its own properties.	- Can tell the different properties of different substances.
1.8)	The State of a substance depends upon different degrees of attraction between the molecules of which it is made.	- Can tell molecules of a substance have different degree of attraction in different states.

Sub Unit 2	**Substances can be classified according to their properties.**	
2.1)	Substances can be classified according to their similarities and differences	- Can tell the similarity and differences in different substances. Can group different substances together.
2.2)	Substances can be classified in many ways.	Substances can be classified in different ways in every day life.
Sub Unit 3	**All substances are made up of elements.**	
3.1)	Substances are made up of elements.	- Can tell all substances are made up of element.
3.2)	Elements are either metals or non metals.	- Can classify elements into metals and non-metals and give examples of each.
3.3)	Elements are made up of small particles called as atoms.	- Can tell the definition of atom.
3.4)	All the atoms of same element are similar.	- Can tell that atoms of same element are similar while those of different elements are different.
3.5)	The atoms of two different elements are different.	
3.6)	Molecules are formed from atoms of elements.	- Can define molecule and compounds. - Can tell molecules of a compound are similar and quotes the example.
3.7)	Two or more elements unite to form a compound.	- Can tell molecules of two different compounds are different.
3.8)	The molecules of the compound are formed from atoms of elements.	
3.9)	The molecules of one compound are similar.	
3.10)	The molecules of one compound are different from that of other compound.	

3.11)	We can not see single atom or single molecule. The group of atoms and molecules can be seen in elements, compounds or mixtures.	- Can tell atoms and molecules are not seen individually. They are seen in groups.

Unit 3 : Separation of components of Mixtures.

Sub Unit 1	**Many substances in our everyday life are in the form of mixtures.**	
1.1)	Some times the components of mixtures need to separated.	- Can tell the nature of compounds. - Can tell the need to separate the components of mixture.
1.2)	These mixtures need purification to obtain pure substances.	
1.3)	Some substances in the mixture are harmful or unwanted. They need to be separated.	
1.4)	To tell the proportion of different components in the mixture needs separation.	
Sub Unit 2	**Different methods for separation.**	
2.1)	Substances can be separated from mixtures by different methods depending upon their nature.	- Can identify the components of mixture. - Can demonstrate the filteration, winnowing, handpicking.
2.2)	Different methods of separation of mixtures are : (1) Winnowing, (2) Hand picking (3) Sieving (4) Distillation, (5) Filteration (6) Evaporation, crystalization, sublimation and separation by magnet and decantation.	- Can tell the meaning of evaporation, sublimation, substances dissolved in water can not be separated by filteration. - Can perform the experiment of sublimation.
2.3)	To separate the mixtures one or more than one methods can be used at a time.	

2.4)	Some components can be separated by using centrifugation.	- Can tell the process of crystalization. - Can tell the process of centrifugation.
2.5)	The two liquids of different density can be separated by the process of distilation.	- Can use the distilation apparatus.
2.6)	Different coloured materials in a solution are separated by the method called Chromatography. •	- Can use the method of chromatography.

Unit 4 : Measurement.

Sub Unit 1 Different instruments are used to measure different types.

1.1)	To measure length we use a scale or measuring tape.	- Can measure length and breadth.
1.2)	To measure Area we use tape and graph paper.	- Can measure area by graph.
1.3)	Volume is measured by measuring tape or measuring Jar.	- Uses correct ways of measurement.
1.4)	To measure weight we use Balance and weights.	- Can make estimates of measurement.
1.5)	The thermometer is used to measure temperature	- Can tell the errors in the measurement.
1.6)	The clock is used to measure time.	
1.7)	Accurate measurement is correct measurement.	
1.8)	Without actual measurement to estimate approximation is called approximation.	
1.9)	Approximation can be correctly made by long practice.	
1.10)	Approximation is a useful skill.	

S.No.	Topic	Learning Outcomes
	Unit 5 - Changes in the Environment	
Sub Unit 1	**Many changes take place in our surrounding**	
1.1)	Some changes are sudden while some are slow.	- Can tell that changes take place in the surroundings can give the examples of sudden and slow changes.
1.2)	There are some changes which are harmful and useful.	- Can tell the harmful and useful changes and quotes the examples.
1.3)	There are some recurrent changes and some non recurrent changes.	- Can tell the recurrent and non recurrent changes by giving examples.
1.4)	Some changes are periodical (Temporary) and some are permanent.	- Can tell permanent and temporary changes.
1.5)	There are physical and chemical changes.	- Can quote the examples of physical and Chemical changes.
1.6)	Changes in the environment may be caused by nature or by man.	- Can tell the natural and man made changes with examples.
1.7)	Some changes can be controlled while some are uncontrollable.	- Can tell we can control some changes while can't some of them.
1.8)	Some changes are complicated.	- Can give the examples of complicated changes.
Sub Unit 2	**The changes are due to interaction between two or more factors of the environment.**	
2.1)	The changes are due to interaction between two substances when they come in contact with each other.	- Can tell that factors come in contact with each other and then interaction takes place.

2.2)	In some changes even though the factors are not close to each other the interactions takes place.	- Can tell interaction takes place even when the factors are away from each other.
2.3)	Due to interaction there is change in the shape, size, colour or place of the factors.	- Verifies the different types of changes due to interaction.
2.4)	The Chemical composition of some substances changes because of interaction.	- Verifies by experiment that chemical composition changes due to interaction.
2.5)	The physical properties of some substances changes due tq interaction.	- Verifies by experiments that physical properties of substances change due to interaction.
2.6)	Energy is given out or absorbed in interactions.	- Can feel energy is absorbed or given out in reactions.

Sub Unit 3 **In change energy is involved in one form of the other.**

3.1)	In some changes heat is involved.	- Can tell different types of energies are involved in change e.g. heat, electricity, mechanical, light, sound and magnetic.
3.2)	In some changes Electricity is involved.	
3.3)	In some changes mechanical energy is involved.	
3.4)	In some changes Light energy is involved.	
3.5)	In some changes sound energy is involved.	
3.6)	In some changes Magnetic energy is involved.	

Unit 6 - Motion, Force and Machine.

Sub Unit 1 **Some objects move from place to place in certain time and in different ways.**

1.1)	Objects can move in the air, water, on the land and in the atmosphere, when force is applied to them.	Can tell that objects have motion and they move.
1.2)	Objects can move in specific time if they have motion.	Can tell with examples moving objects need specific time to travel specific distance.
1.3)	Types of motion are linear, circular, oscillatory, random motion or mixed type.	- Can tell the different types of motions. Explains motion by quoting examples.

Sub Unit 2 Rate of change in the state of an object is called as Speed.

2.1)	Different objects have different speed.	- Can tell the meaning of speed. Can calculate the speed by measuring time and distance.
2.2)	Distance covered by an object in a unit time is called its speed.	

Sub Unit 3 When force is applied an object changes its speed.

3.1)	The speed increases if the force is applied in the same direction of motion.	Can explain with examples the increase in speed is due to force applied in the same direction.
3.2)	If force is applied in opposite direction of motion the speed decreases.	- Can tell speed is reduced by applying force in opposite direction.
3.3)	Force is used when an object is moved from the position of rest or an object in motion is stopped.	- Can tell that by using force the motion of an object is changed.
3.4)	The speed of an moving object is lowered or increased by using force.	- Can give the examples of increasing and decreasing speed by applying force.
3.5)	The force is used to change the direction of moving object.	- Can tell that the direction of moving object is changed by using force.

Sub Unit 4	**The shape of an object can be changed by applying force.**	
4.1)	By using force the shape of an object can be changed.	- Can tell by using force the shape of an object is changed.
Sub Unit 5	**Different types of force.**	
5.1)	Source can be applied by muscles.	- Can tell force can be applied by muscles.
5.2)	Gravity is another kind of force.	
5.3)	The force with which an object is pulled by earth is called weight.	
5.4)	Magnetic force is one of the types of force.	
5.5)	Another type of force is Electro static force.	- Magnetic and Electrostatic force are the types of force.
5.6)	Friction is one of the types of force.	Can tell the effects of friction.
Sub Unit 6	**Friction is very important in everyday life.**	
6.1)	The friction is related to the smootheness of the surface.	- Can tell why friction is more or less.
6.2)	Friction is the force which opposes motion of the objects.	- Can tell friction opposes motion.
6.3)	Friction is useful to us.	- Can tell friction is useful.
6.4)	Friction can be increased or decreased.	- Can tell friction can be increased or decreased.
Sub Unit 7	**Our job is done faster and easier by machines.**	
7.1)	We can apply force at proper place by machines.	
7.2)	Some times work is done in less force by machines.	- Tells the different uses of machines.
7.3)	Time required is less when machines are used.	

7.4)	While using machines some force is applied.	

Sub Unit 8 We use many simple machines everyday.

8.1)	Lever, pulley, Ramp and Wheel are the simple machines.	- Can tell simple machines.
8.2)	When force is applied at one place and weight is lifted at the other place, lever is used.	- Can tell what lever is.
8.3)	Levers are classified into 3 types according to the positions of fulcrum, force and weight.	- Can tell 3 types of levers, and gives the examples in daily life.
8.4)	Pulley is the device which changes direction of the force.	- Tells the use of pulley.
8.5)	More weight is lifted with less force in inclined plane.	- Tells the use of inclined plane.
8.6)	More weight can be pulled or pushed due to wheel with less force.	- Tells the benefit of wheels.
8.7)	Many machines in everyday life are combinations of simple machines.	- All complex machines are combinations of simple machines.

Sub Unit 9 A machine has to be looked after well.

9.1)	Machines cannot work by themselves. They have to be supplied with energy.	- Machines have to be supplied with energy. Can tell with illustrations.
9.2)	Machines can work smoothly provided they are used properly and they are properly looked after	- Tells that machines have to be looked after well. Can tell the utility and benefits of machines.

Unit 7 : Living world.

Sub Unit 1 There are many living things around us.

1.1)	Living things have different shapes, size and different ways of taking food.	- Can tell and quote examples of different characteristics of living world.

1.2)	Different living things stay in different environment.	- Can tell different living things stay in different environment.
1.3)	Different living things have different body structure and different way of life.	- Can tell different living things have different body structure.
1.4)	All living things belonging to same species have same body structure and same life style and same habitat.	Can feel that living thing of same species have many similar characteristics.
Sub Unit 2	**All living things have some common characteristics.**	
2.1)	Living and Non living have some common characteristics.	- Can tell the similiarities between living and Non living.
2.2)	Living and non living things can be differentiated by their peculiar characteristics.	- Can tell difference between living and non living things.
2.3)	All living things respire.	- Can tell all important characteristics of living and quote the examples.
2.4)	All living things need food for living and for growth.	
2.5)	All living things give response to different stimuli.	
2.6)	All living things excrete unwanted things.	
2.7)	All living things have limited life span.	
2.8)	All living things reproduce young ones similar to them.	
2.9)	Basic unit of all living things is a cell.	
Sub Unit 3	**Living things can be classified from their particular characteristics.**	
3.1)	Living things can be classified according to the similarities and difference in their characters.	- Can classify living things in different ways.

3.2)	Living things can be classified according to their body, eating habits and habitate.	- Can tell classification according to body structure is most accurate.
3.3)	Classification according to body structure is most accurate.	
Sub Unit 4	**Plants can be classified according to their different characteristics.**	
4.1)	Some plants are flowering and some are nonflowering.	- Can classify plants on the basis of their special characteristics.
4.2)	Some plants have root, stem, leaves while others do not have these parts.	
4.3)	Different types of plants are trees, shrubs and herbs.	
4.4)	Plants can be classified into Annual, binial and perrinial according to their life span.	
Sub Unit 5	**Animals can be classified on the basis of their special characteristics.**	
5.1)	Some animals are multicellulor.	
5.2)	Some animals are unicellulor.	
5.3)	Some animals have vertebral column while others are invertebrate (backbone)	
5.4)	Some animals are viviparous (produce young ones) while some are oviporous (lay eggs)	- Can classify animals as viviparous and oviporous.
5.5)	Some animals have scale, some have hair or feathers.	- Can classify animals as scaly, hairy or feathery.
	Unit 8 : Structure and functions of living things.	
Sub Unit 1	**Living things have special body structure to perform different functions.**	
1.1)	Living things have different organs.	- Can tell living things have different types of structure.

1.2)	Different organs have different size and shape.	- Can tell that organs have diversity in their structure.
1.3)	Different organs perform different functions.	- Can tell functions of different organs.
1.4)	The body can not function properly if some organ is not functioning or dead.	- Can tell body can't function without organs.
Sub Unit 2	**Plants have different parts to perform different functions.**	
2.1)	All plants have roots to absorb water and minerals from the soil.	- Can tell parts of plants.
2.2)	The stem bears leaves, flowers and fruits.	- Can tell different functions of parts of plants.
2.3)	Stem, leaves, flowers and fruits are the parts of plant above soil.	
2.4)	Function of the stem is conduction of water, minerals and food.	
2.5)	Function of leaves is to prepare food from water and air in presence of sunlight.	
2.6)	Function of flowers and fruits is reproduction.	
Sub Unit 3	**Some parts of plants get modified to perform other functions than normal.**	
3.1)	Some roots are swollen to store excess food.	
3.2)	Some plants have adventious roots for additional support.	- Can tell how different parts of plants are modified to perform different functions. Can give examples.
3.3)	Some plants have underground stem to store food.	

3.4)	Some plants develop tendrils for support and climbing.	
3.5)	In some plants stem is modified into leaf like structure for photosynthesis.	
3.6)	In some plants leaves are modified for different functions such as support, climbing, protection and to avoid transpiration.	

Sub Unit 4 Animals have external and internal organs to perform different function.

4.1)	Injection, digestion and excretion are the functions of mouth, stomach, intestine, digestive glands and cloacal aperture.	- Can tell the different organs of animals and their functions.
4.2)	Nose, Trachea and Lungs perform the functions of Respiration.	- Can draw the diagrams showing internal and external organs.
4.3)	Blood is supplied to different parts of body by blood vessels and heart.	
4.4)	Brain and Nervous system has the function of control and co-ordination of different activities.	
4.5)	Ear, Nose, Tongue, Eye and Skin are the sense organs.	
4.6)	Kidney, Ureter and Urinary bladder are the parts of excretory system.	
4.7)	Hands, legs, wings, and feathers help in locomotion.	
4.8)	With the sex organs, male and female reproduce.	

Unit 9 : AIR

Sub Unit 1 There is air all over surrounding us.

1.1)	There is a layer of air around the earth called as atmosphere.	- Can tell there is air every where.
1.2)	Air has volume and it occupies space.	- Can tell air has volume and it occupies space.
1.3)	We can not see air. It is made up of different gases and it is colourless.	- Can tell air is colourless and cannot be seen.

Sub Unit 2 Air is a mixture of gases.

2.1)	The air contains Oxygen, Nitrogen, Carbon di-Oxide and water vapour.	- Can tell components of air.
2.2)	Oxygen is important component of air.	- Can demonstrate by experiment that air contains CO_2 and water vapour.
2.3)	Oxygen is necessary for respiration and burning.	

Sub Unit 3 Air is essential for all living things.

3.1)	All living things need air for their survival.	- Can tell all living things need air.
3.2)	Aquatic animals take the air dissolved in water.	- Can tell the source of air for aquatic animals.
3.3)	Leaves of plants produce food from the CO_2 from air.	- Can tell CO_2 from air is needed for preparing food.

Sub Unit 4 : Air has many uses.

4.1)	Burning - Air is necessary for burning.	- Can tell different uses of air.
4.2)	Air is used to inflate baloons, foot balls, motor and cycle tubes etc.	- Can tell the uses of air by observing the devices working on air.
4.3)	Air is used in drying, cooling etc.	
4.4)	Different gases and steam is circulated by air in the environment.	

S.No.	Topic	Learning Outcomes
	Unit 10 : WATER	
Sub Unit 1	**Water is essential part of life.**	
1.1)	Water is the prime factor of all living things.	- Can tell different uses of water.
1.2)	Living things need water for survival and growth.	
1.3)	Man needs water for drinking, cleaning, farming and industries.	
Sub Unit 2	**There are different sources of water.**	
2.1)	Sea is the main natural source of water.	- Can tell different sources of water.
2.2)	Other sources of water are rain water, rivers, lakes and water under the soil.	- Can tell the reason for different taste of water from different places.
2.3	Water from different places has different taste because of the salts and other substances dissolved in it.	
Sub Unit 3	**Water has got some physical properties.**	
3.1)	Pure water is colourless, odourless and tasteless. At normal temperature water is in liquid state.	- Can tell physical properties of water.
3.2)	There are 3 states of water	- Can tell 3 different states of water and demonstrate through experiment.
3.3)	At 0^0 water is in solid state (ice)	
3.4)	At 100^0. water boils and converted into steam.	

3.5)	Thickness or thinness of water does not change according to change in temperature.	- Can measure the temperature of water.

Sub Unit 4 The water cycle in the nature is due to change in State of Water.

4.1)	State of water changes by heating or cooling.	Tells the reason for changing state of water.
4.2)	Water gets converted into steam evaporation. This process is continuously going on at all places.	
4.3)	Water vapour in the air condenses in the form of rain. If this water further condenses it forms snow.	
4.4)	Water is continuously changing its state.	- Can explain the water cycle in the nature.

Sub Unit 5 There are 2 types of water- Hard and Soft.

5.1)	Some dissolved salts make the water hard.	- Can tell the cause of hard water.
5.2)	With the help of soap hardness of water can be tested.	- Can differentiate between hard and soft water.
5.3)	Hard water can be converted into soft water by boiling or adding some chemicals.	Can give the reasons why hard water is not useful for washing clothes and for industrial purpose.

Sub Unit 6 : Different uses of water.

6.1)	Water is used for drinking, washing, farming, preparing food, dissolving different substances.	- Can tell different uses of water.
6.2)	Many plants and animals are acquatic (living in water)	
6.3)	Water helps in dispersal of seeds.	

6.4)	In the body water helps in transport of salts, food and gases to different organs.	

Sub Unit 7 **Water is most important natural wealth. This Natural wealth should be used properly.**

7.1)	Water gets polluted by chemicals, waste matter, sewage water.	- Can tell the reasons of water pollution.
7.2)	Avoid misuse of water and protect it from pollution.	- Can tell the ways to avoid water pollution.
7.3)	Water is a valuable thing.	- Tries to avoid misuse of water.
7.4)	There is scarcity of water in many parts of our country.	- Can tell the importance of water.

Unit 11 : ENERGY

Sub Unit 1 **Energy means capacity to do work.**

1.1)	Energy is needed for mechanical work and for many physiological processes.	- Tells that energy is needed for mechanical or physiological processes.
1.2)	Work done can be calculated by the displacement of body and force applied on the body.	- Calculates the work done.
1.3)	More energy is needed for more work done.	- Can tell more energy is required for more work.
1.4)	The work done on any body can store it in the form of energy.	- Can tell the work done can be stored in the form of energy.
1.5)	That body can do work in which energy is stored.	- Can tell the body which stores energy can work.

Sub Unit 2There are different forms of energy.

2.1)	Mechanical energy is a form of energy.	- Tells the different forms of energy.
2.2)	Chemical energy	- Tells the uses of different forms of energy.

2.3) Sound energy.

2.4) Heat is a form of energy.

2.5) Light is a form of energy.

2.6) Electricity is a form of energy.

2.7) Magnetism is a form of energy.

Sub Unit 3 There are many sources of energy.

3.1) Energy is obtained from fuel	- Can tell different sources of energy.
3.2) Energy is obtained from food	- Can identify the fuel and make a list of it.
3.3) Biogas prepared from unwanted carbon compounds is a source of energy.	- Can tell living things get energy from food.
3.4) Sun is the prime. source of energy.	
3.5) Water falling from a height, wind, sea tide are the sources of energy.	- Can tell electricity is obtained from traditional sources like water, wind etc.
3.6) Thermal, Solar, Atomic power stations manufacture electricity.	
3.7) Some sources of energy can be regenerated while some are not.	

Unit 12 : BALANCE OF NATURE

Sub Unit 1 Living and non living things are the factors of environment.

1.1) There are living and nonliving things around us.	- Can define the environment.
1.2) Humanbeing is dependent on other animals and plants.	- Can tell man is dependent on other animals and plants.
1.3) All animals depend on plants for their food, shelter.	- Can tell plants and animals depend on each other.

1.4)	Plants are depended upon animals.	
1.5)	Plants and animals are dependent on abiotic factors.	- Can tell all biotic factors are dependent on aboitic factors of the nature.
1.6)	All factors of the environment are inter dependent.	

Sub Unit 2 The best example of inter dependence in environment is food association.

2.1)	Living things need food and energy.	- Can tell living things depend upon each other for food.
2.2)	Sun is the prime source of energy.	- Can tell sun is the prime source of energy.
2.3)	We get different substances from soil, air and water.	- Can tell different substances are available from soil, air and water.
2.4)	Energy and different substances are the factors of food.	- Can explain photosynthesis with the help of experiment.
2.5)	Plants prepare food from CO2 and water in the presence of sunlight.	- Can prepare a list of harbivorus and carnivorus animals.
2.6)	Vegetarian (Herbivorus) animals eat plants.	- Can tell how different organisms in food chain control each other.
2.7)	Carnivorus animals eat other animals.	
2.8)	After the decay of all plant and animals micro-organisms discompose them. Therefore they again mix with soil, air and water.	
2.9)	Each step of food chain has effect on other steps.	- Can explain the food chain.
2.10)	The factors of the food chain keep the balance of environment.	

Sub Unit 3 The balance of the environment is essential.

3.1)	We find balance in the nature	- Can tell that there is balance in the environment and quote the examples.
3.2)	The balance of the nature is disturbed by many reasons.	- Can tell when the balance of nature is disturbed.
3.3)	Man and other animals try to adopt to the changed environment.	- Can tell how animals adopt themselves to the changed environment.
3.4)	The reasons for disturbing the balance in the nature are either natural or man made.	Can tell manmade and natural reasons for disturbing the balance.
3.5)	Some of the projects taken up by man are harmful to the environment.	
3.6)	Soil erosion, floods and destruction of the wildlife are the effects of cutting trees.	Tells the bad effects of cutting trees.
3.7)	Pollution cause damages the human health and plants and other animals.	- Tells the bad effects of pollution.
3.8)	Balance in nature must be kept by taking proper precautions.	- Can tell what precautions should be taken for keeping the balance in nature.

Unit 13 : UNIVERSE

Sub Unit 1 Universe is vast space in which many planets are revolving.

1.1)	There are many planets and stars in the universe.	- Can tell universe is a vast space and many planets are revolving in it.
1.2)	Stars and planets are far away from each other.	- Can tell stars and planets are away from each other.
1.3)	The two stars apparently looking nearer are actually thousands Kilometers away.	

1.4)	The sun is the closest star to the earth.	
1.5)	The planets in the space (sky) are always moving	- Can tell the planets are always moving.
1.6)	The planets orbit around the sun.	
1.7)	Stars are having light of its own.	- Can tell stars have light of its own and they twinkle.
1.8)	Some stars are very bright.	- Can observe planet and stars from the Universe.

Sub Unit 2 Sun and the Planets orbiting around it forms the solar system.

2.1)	There are 9 planets in the solar system.	- Can tell names of the planets in the solar system.
2.2)	The planets rotate on their own axis.	Can tell the speed of planets.
2.3)	Planets rotate around the sun.	
2.4)	The sun, the moon and other stars appear to rise in east and move towards west.	- Can tell stars rise in east and set in west. Can draw the solar system.

STANDARD VII.

S.No.	Topic	Learning Outcomes
	Unit 1 : NATURE AND COMPOSITION OF SUBSTANCES.	
Sub Unit 1	In any substance the molecules are at various distances in 3 different states.	
1.1)	In gaseous state the molecules or atoms are widely separated from one another.	- Can tell the difference in 3 States of substance.
1.2)	In liquid state the molecules are loosely arranged but the distance is less.	- Can tell that in every day life substances occur in 3 different states.
1.3)	In solid state molecules and atoms are closely packed and very little distance between them.	- Can tell by observation under what circumstances the state of substance changes.
Sub Unit 2	All the matters exists in the form of elements, compounds or mixtures.	
2.1)	Elements are the prime factors of all substances and elements are made up of only one kind of atoms.	- Can give examples of elements, compounds and mixtures.
2.2)	When two or more elements combine together in definite proportions chemical reaction takes place and compounds are formed.	- Can classify the substance into mixtures, compounds and elements.
2.3)	The properties of the compound are different than the properties of elements of which it is formed.	- Can compare the properties of elements, mixtures and compounds.
2.4)	When two or more substances are mixed together in any proportion, it is called as mixture.	- Can tell the difference in the properties of compound and its component elements.
Sub Unit 3	Elements can be represented by the symbols.	
3.1)	The symbols for elements are made in different ways.	- Can tell the importance of symbols.
3.2)	Each symbol represents one atom of an element.	- Can write the symbols of known element.

Sub Unit 4 Compounds can be denoted by using proper formulae.

4.1) Compounds are represented by formulae	- Can tell the components of compound and their proportion from the formulae.
4.2) The formulae of a chemical compound consist of symbols of the elements present in it and their valencies.	

Sub Unit 5 The formula describes the composition of the compound.

5.1) The formula of a chemical compound denotes the component elements in it.	- Can describe the properties of a compound from its formula.
5.2) The formula denotes the proportion of each element in the compound.	- Can decide the atomic weight of a compound.
5.3) Atomic weight of a compound can be calculated from its formula.	
5.4) The atomic weight of a compound is the total of atoms in it. The molecular weight of a compound is the sum of the atomic weight in it.	

Sub Unit 6 When an element combines with oxygen the oxide is formed.

6.1) When metals combine with oxygen basic oxides are formed.	- Can give the examples of acidic and basic oxides.
6.2) When non metals combine with oxygen Acidic oxides are formed.	- Can test the given oxides with the help of litmus..
6.3) The acidic and basic oxides can be identified by their action on litmus paper.	

Sub Unit 7 Acidic oxides when dissolved in water forms acids, and Basic oxides when dissolved in water form bases.

7.1) Acidic oxides form acids when dissolved in water.

7.2) Bases can be formed by dissolving basic oxides into water.	- Can give the examples of acids and bases.
7.3) When the bases are dissolving in large proportion in water they are called Alkalies.	- Can differenciate between Base and Alkali. Can give examples of bases and Alkali.

Sub Unit 8 Acids and bases have specific properties.

8.1) An acid is a sour testing substance while bases are bitter in taste.	- Can differenciate between Acid and Alkali.
8.2) Acids and bases can be identified with the help of litmus paper or indicator.	Handles acids and bases carefully. Can tell whether the given liquid is acid or base by using litmus paper.
8.3) When acid and base react with each other salt and water is formed.	- Can tell what is neutralization and performs experiment.
8.4) Acids contain Hydrogen element.	
8.5) Acids have chemical reaction on oxides and carbonates of metals and non metals. (Chemical equation not expected).	- Can tell the action of acids on oxides of metals and non metals.
8.6) Acids react with metals to dissolve them and release H_2.	

Sub Unit 9 Acid and bases are found in natural forms.

9.1) Lemon and other fruits have sour taste because they contain acids.	- Tells the names of the acids present in different fruits.
9.2) The salty soil is due to bases present in it.	- Can tell the reason for salty soil.

Sub Unit 10 Acids and bases are used on large scale in household and in industries.

10.1) Some acids are used to prepare other acids.	- Can tell how acids, bases and salts are used in industries.
10.2) Acids and bases are used in different industries	- Can tell uses of acids, salts and bases in farming and in house.

10.3) Salts are needed for our body, for household purposes and for industries.

Unit 2 : HEAT

Sub Unit 1 The temperature of any substance is the measure for its warmth.

1.1) Some things may be hot or cold compare to other things.

1.2) Thermometer is used to measure the temperature.

1.3) If heat is provided the temperature increases and when withdrawn the temperature decreases.

- Can tell the meaning of temperature.
- Can use the thermometer carefully and properly.

Sub Unit 2 The quantity of heat gained or heat lost by a substance depends upon many factors.

2.1) Heat is needed to raise the temperature of a substance.

2.2) The quantity of heat required to heat a substance is proportional to the mass of the substance.

2.3) Different quantity of heat is required to raise the temporature of two substances same level even though their mass is same. Therefore, heat required to heat a substance also depends upon the nature of the substance.

2.4) Heat is measured in the particular unit.

- Can tell the factors involved in heat loss or heat gain.
- Can tell the material required for experiments. Note down the time, temperature etc.

Sub Unit 3 When a particular substance is heated or cooled the substance changes its state.

3.1) Solid substances dissolve when heated.

- Can tell when heat is given and heat is withdrawn the substances change the state.

3.2) Liquids when cooled, gets converted into solids.

3.3) Liquids when heated form gaseous state.

3.4) When the gaseous substances cool they form liquids.

Sub Unit 4 Boiling point and Melting point are the characteristic properties of the substance.

4.1) Each solid substance has specific melting point.

4.2) Each liquid substance has specific boiling point.

4.3) The melting point and freezing point of the substance are same.

4.4) While changing from one state to other the temperature of the substance remains the same.

- Can tell what is boiling point and melting point.
- Can tell the methods of finding boiling point and melting point.
- Can determine the boiling point of water by experiment.
- Can tell the properties of boiling and melting point.
- Can tell the boiling points of some liquids and melting points of some solids.

Sub Unit 5 Materials expand to increase in volume on heating and contract on cooling.

5.1) Solid substances expand on heating while contract on cooling.

5.2) Liquid substances also expand on heating and contract on cooling.

5.3) Gaseous substances expand on heating and contract after cooling.

5.4) Liquids and gases expand more than the solids.

- Student performs the experiments of heating and cooling of solids liquids and gases.

Sub Unit 6	**The property of thermal expansion of substances is used to construct the theremometer.**	
6.1)	Mercury expands on heating. This property is used in constructing the mercury thermometers.	- Can tell which properties of mercury are used in mercury thermometer.
6.2)	The fixed points in thermometer are fixed on the basis of melting and boiling point of water.	
Sub Unit 7	**The give and take of heat stops when the temperature of two substances becomes same.**	
7.1)	When we stop heating the substance; after some time the temperature of substance is same as that of the atmosphere.	- Can tell under what circumstances the give and take of heat takes place.
7.2)	The cool substance becomes as hot as atmosphere after some time.	- Can understand the time-temperature graphs.
Sub Unit 8	**There are three modes of heat transfer.** **1) Conduction, Convection and Radiation.**	
8.1)	Heat is transferred from one substance to other, or from one part to other part of the same substance.	- Can describe the conduction, convention and radiation processes.
8.2)	Heat travels in solids by the process of conduction.	- Performs the experiment of conduction.
8.3)	Some substances are good conductors of heat while some are bad conductors.	- Can differentiate between conduction, convection and radiation.
8.4)	In convection heat is transferred by the movement of molecules.	- Can give the examples of conduction, convection and radiation in everyday life.
8.5)	In liquid heat is transferred by convection.	- Makes a list of bad and good conductors of heat.

8.6) Readiation type of heat transfer takes place through space, without a medium or without heating the molecules of medium through which it travels.

Sub Unit 9 The thermal properties of different substances are used in every day life.

9.1) The property of expansion on heating is used in construction of thermometers.	- Can tell how the thermal properties of substances are used in every day life.
9.2) Different metals show different expansion on heating. This property used in making "Two metal plate". This two metal plate is used in automatic control of electric appliances.	
9.3) Different components of mixtures are separated because of their different boiling and melting points.	
9.4) The bad conductors of heat are used to prevent loss of heat.	

- Unit 3 : LIGHT

Sub Unit 1 There are many sources of light.

1.1) Some sources of light are Natural sources and some are manmade.	- Can give the examples of Natural and manmade sources of light and tells the difference.
1.2) Some sources of light are more powerful than the others.	
1.3) Light travels in all directions, from the source of light.	

Sub Unit 2 Light travels in a straight line.

2.1) When light is obstructed by anything we get the shadow of that thing.	- Performs the experiment to show light travels in a straight line.

2.2)	The shadows can be (umbra) dark black or pale black (penumbra)	- Can tell the reasons for formation of shadow and its type.
2.3)	When the source of light is big shadow formed is made up of penumbra.	
2.4)	When the object does not allow the liquid to pass through it, it is called opaque. When the light can pass an object it is called as transparent object.	
2.5)	The shadow of the earth causes sun and moon eclipses.	

Sub Unit 3 When light rebounds from any surface and comes back in the same medium it is called reflection of light.

3.1)	The objects with smooth and shiny surface reflects too much light.	- Gives the examples of different reflecting objects.
3.2)	There are certain rules for the reflection. They are known as Laws of Reflection.	- Can tell the Laws of Reflection.
3.3)	The laws of reflection are applicable to smooth plane surfaces and curved surfaces.	- Can tell the characteristics of an image formed by plane mirror.
3.4)	In the image formed by plane mirror the left side appears to be right and Right side appears to be left (lateral inversion). The image of an object is as far behind the mirror the object is in front of it.	

Sub Unit 4 The images formed by spherical mirrors are different than those formed by plane mirrors.

4.1)	The rays of light reflected from the spherical mirrors converge to a point or diverge from a point.	- Can tell the types of spherical mirrors.

4.2)	The place and shape of an image formed by spherical mirror can be decided with the help of laws of reflection.	- Can recognise the difference between concave and convex mirror.
4.3)	The images formed by the spherical mirrors may be real images or virtual images.	- Can explain the difference between real and virtual images.
4.4)	The type, place and shape of image depends on the distance between the object and the mirror.	

Sub Unit 5 Light is necessary to see an object.

5.1)	Some objects emit light so they are visible.	- Can tell the conditions necessary to see an object.
5.2)	Some objects are visible when light falls on it.	

S.No.	Topic	Learning Outcomes
	Unit 4 : SOUND	
Sub Unit 1	**There are different types of sounds.**	
1.1)	Some sounds are loud and some are soft.	- Can tell the different types of sound.
1.2)	Some sounds are pleasent while some are unpleasent.	- Make the list of pleasent and unpleasent sounds.
1.3)	Same object in different circumstances can produce different sounds.	
Sub Unit 2	**The Vibration in the body make sound.**	
2.1)	When an object is struck or pluck it produces sound.	- Can tell vibrations are necessary to produce sound.
2.2)	When the vibrations stop the sound emited by that object also stops.	
Sub Unit 3	**Sound needs a medium to travel.**	
3.1)	Sound can travel through solid, liquid and gaseous medium.	- For the propagation of sound medium is necessary. To prove this student performs experiments.
3.3)	Sound travels in all directions from its source.	- Can prepare the toy telephone with tin boxes and strings.
Sub Unit 4	**When sound hits any surface it gets reflected.**	
4.1)	Like reflection of light sound is also reflected.	
4.2)	In particular circumstances we hear our sound back. This is Echo. Echo is reflection of sound.	
Sub Unit 5	**Too much noise is the basic reason for many problems.**	
5.1)	Ear spliting sound is the unwanted and unpleasent sound.	- Can tell the bad effects of too much noise.

5.2)	Loud sound is harmful to our ear and other organs.	- Can tell the precautions taken to avoid sound pollution.
5.3)	We must control the loud sound and the sound pollution.	

Unit 5 : STATIC ELECTRICITY

Sub Unit 1 There are two types of electric charge in the nature.

1.1)	When one thing is rubbed with other, it develops electric charge.	- Can tell substance get electrically charged by rubbing.
1.2).	Electrically charged things attract the uncharged things.	- Can tell the interaction between charged and uncharged objects.
1.3)	There is attraction or repulsion in two charged objects.	- . Can tell the test for charged objects. Can demonstrate the interaction of charged objects by experiment.
1.4)	The similar charges repel each other.	
1.5)	The dissimilar charges attract each other.	
1.6)	When 2 things repel each other we can definitely tell that they are charged.	
1.7)	When 2 things rubbed they develop opposite charge and equal charges.	

Sub Unit 2 Electric charge can be transferred from one thing to the other.

2.1)	Some materials permit the flow of electric charge through them. They are called as 'Conductors of electricity'	- Can tell the difference between Good conductor and bad conductors.
2.2)	When two objects with unequal charge touch each other the electric charge flows from one object to the other.	- Can tell how the electric charge flows from one thing to the other.

2.3)	The conduction of electric charge is done through conductors.	

Unit 6 : ENERGY

Sub Unit 1 The mechanical energy is produced due to speed, state or

1.1')	The energy due to motion of body is called as Kinetic energy.	- Can give the examples of Kinetic energy and potential energy.
1.2)	The stored energy in an object is the potential energy.	- Can tell how Kinetic or potential energy is produced in the body.
1.3)		
1.4)	The Kinetic energy and potential energy together form the mechanical energy.	- Can differentiate between static and Kinetic energy.
1.5)	Chemical energy is one farm of potential energy.	

Sub Unit 2 Two forms of energy are inter convertible.

2.1)	The potential energy of the body can be converted into Kinetic Energy or Vice Versa.	- Can give the examples of conversion of one form of energy into many forms.
2.2)	Mechanical energy can be converted into heat, light, sound or electricity.	- Can tell one form of energy is converted into other.
2.3)	Electric energy is converted into other forms of energy.	
2.4)	One form of energy can be converted into many types.	- Can tell the actions in which energy is misused.
2.5)	If the machines are properly used and lubricated the maximum amount of energy can be used.	- Can tell how to prevent misuse of energy.

Sub Unit 3 It is very essential to use the energy carefully.

3.1)	The sources of energy are limited.	- Can tell the limited and unlimited sources of energy.

	Content	Learning outcome
3.2)	We should avoid the use of sources which can not be regenerated. The sources of energy which are not regenerated should be used economically. The sources which can be regenerated should be used more.	- Can tell why and how the energy sources should be used economically.
3.3)	The appliances based on solar energy should be used more and more.	- Can tell the names of appliances based on unlimited source of energy.

Unit 7 : STRUCTURE OF LIVING ORGANISMS

Sub Unit 1 There are different systems of the body to perform different functions.

	Content	Learning outcome
1.1)	Different organs perform different functions in the body.	- Can tell the organs of different animals, plants and human being.
1.2)	Many organs with co-ordinations or the systems in the body performs main functions of the body.	- Can tell the structure and functions of different organs.
1.3)	Each organ is made up of specific tissues. These tissues help in the function of that organ.	
1.4)	The group of cells having similar structure and similar function is known as Tissue.	

Sub Unit 2 According to the structure and function cell is the smallest unit of the body.

	Content	Learning outcome
2.1)	All living things are made up of cells.	- Can tell the examples of unicellular and multicellular organisms.
2.2)	Some living things are unicellular.	
2.3)	Some organisms are multicellular.	- Observes the unicellular organisms under microscope.

2.4)	The cells increase in size and then divide.	
2.5)	The body of living organisms grow due to cell division.	
Sub unit 3	**The plants have different types of tissues.**	
3.1)	Meristematic cells help in growth. They found in the growing region.	- Can tell the different tissues and their functions in plants.
3.2)	Some tissues help in conduction of water and food material.	
3.3)	Some tissues give support to the plant.	
3.4)	Different tissues have different structure depending on their functions.	- Observes and describes the different tissues, from permanent slides and charts.
Sub Unit 4	**Animals also have different types of tissues.**	
4.1)	Epithelial tissue form a continuous layer covering the external and internal surface.	- Can tell different tissues in animals.
4.2)	Connective tissues connect two organs and give support to the body and organs.	- By using microscope observes and describes different tissues.
4.3)	Contraction and relaxation of muscular tissue is responsible for movement.	
4.4)	The Nervous tissue carries the stimulus from organs to brain and brain to organs and thus help in co-ordinating the functions.	

Unit 8 : WATER

Sub Unit 1	**Water is made up of Hydrogen and Oxygen.**	
1.1)	Water molecule consist of Hydrogen and Oxygen in proportion 2:1 by volume.	- Can tell the elements in water. Can tell the proportion of components of water.

		- Can tell the experiment of electrolysis of water.

Sub Unit 2 Some physical and chemical properties of water.

2.1)	The density of water is maximum at 4^0 C and not at the freezing point.	- Verifies the fact that water contains mineral salts.
2.2)	Water is the bad conductor of heat.	- Can tell the meaning of solubility.
2.3)	Water has chemical reaction with some metals.	- Can prepare the saturated solution.
2.4)	Mineral salts dissolved in water make the water hard.	- Can tell how solubility is demonstrated.
2.5)	When the substance dissolves in water at known temperature in maximum quantity, this solution is known as saturated solution. Under these conditions the quantity of substance dissolved is known as solubility.	- Can tell the examples of bad conductor of heat in every day life.
2.6)	The solubility of the substance depends upon the quantity of solvent and the temperature.	- Can tell the action of water on different known metals.

Sub Unit 3 Large amount of mineral salts are dissolved in sea water so it is salty in taste.

3.1)	The mineral elements and mineral salts from soil dissolves in water.	- Can tell why sea water is salty.
		- Can tell why the water from different places taste different.
3.2)	Excess of salts and mineral makes the water salty.	- Can tell even though river water mixes with sea water, sea water is salty.

3.3)	Evaporation water takes place continuously. Therefore, even the plane water from rivers mixes with sea water, sea water remains salty.	- Can tell where salty water is not useful and tells why it is not useful.
3.4)	Sea water is not useful for drinking, industrial or farming purposes.	- Can tell the chemical substances from the sea can be used.
3.5)	Sea is a big store of mineral salts especially the common salt.	
Sub Unit 4	**Water becomes impure due to some dissolved salts.**	
4.1)	Due to calcium and Magnesium salts water becomes hard water.	- Can distinguish between hard and soft water.
4.2)	For industrial and household purposes hard water is not useful.	- Can tell why water becomes hard.
4.3)	Hard water can be made soft by some chemical reactions.	- Can tell the difficulties in using hard water. Can tell methods of making hard water soft.
Sub Unit 5	**Water can be purified by distillation.**	
5.1)	The boiling point of water is 100^0C.	- Can find out the boilding point of water.
5.2)	When water vapour condenses water is formed. This is pure water.	- Can read the temperature correctly.
5.3)	The mineral salts from the drinking water can be separated by distillation.	- Can tell what is distillation; can tell the method of purification of water.
Sub Unit 6	**Some harmful substances dissolve in water and it becomes impure.**	
6.1)	Some harmful living and non-living things dissolved in water, makes the water impure.	Can tell the reasons of impure water. Can identify impure water.

6.2)	Some carbon compounds from metabolic activities of human being and from drainage water dissolve in water.	- Can tell the problems of water pollution.
6.3)	Some carbon compounds dissolve in water through the waste matter from industries.	- Can tell the thing for controlling water pollution.
6.4)	Water gets polluted on large scale due to extravagent use of fertilizers.	
6.5)	Impure water (polluted water) is harmful for living things.	
6.6)	Water pollution can be controlled.	

Unit 9 : AIR

Sub Unit 1 Air is a mixture of many substances.

1.1)	Air consist of different gases, water vapour and dust particles.	- Can tell the constituents of air.

Sub Unit 2 The composition of air is approximately fixed. It varies from place to place.

2.1)	The proportion of O_2, CO_2 and Nitrogen is fixed and there is negligible change from place to place.	- Can tell the composition of air.
2.2)	Proportion of water vapour and dust particles depends upon place and time.	- Can tell the methods of finding percentage of oxygen. - Can demonstrate the water vapour in the air.

Sub Unit 3 **The proportion of air components changes due to some human activities.**

3.1)	The percentage of dust particles is more in places where there is soil erosion due to wind.	- Verified the fact that CO_2 is produced due to burning.
3.2)	Burning materials add smoke and CO_2 to the air.	- Can tell the names of poisonous gases from factories.
3.3)	The poisonous gas like Sulphurdioxide, Hydrogen sulphide from the factories pollute the air.	- Can tell how human beings are responsible for changing the composition of air.
3.4)	The decay of dead animals increases the percentage of Hydrogen sulphide and ammonia.	

Sub Unit 4 **Oxygen can be prepared in nature and by chemical methods (laboratory methods)**

4.1)	Oxygen is given out by green plants in the process of photosynthesis.	- Can tell where oxygen is prepared.
4.2)	On heating the oxides of metals (because they contain plenty of oxygen) oxygen is released.	- Can tell where oxygen is available in large quantities.
4.3)	Oxygen can be obtained from air in large quantities.	

Sub Unit 5 **Harmful substances pollute the air.**

5.1)	Harmful gases and particles pollute the air.	- Can give the examples of air pollutant.

Sub Unit 6	Many diseases and unhealth is caused by polluted air.	
6.1)	Polluted air causes bad effect on living things.	Can tell the effects of polluted air on human beings, plants and other animals.
6.2)	The poisonous gases damage or destroy the plant and animal life.	- Can tell the effects of poisonous gases on man.
6.3)	The dust particles gathered on leaves affects the process of photosynthesis.	
6.4)	The dust particles affect the respiratory system and causes the diseases of respiratory track.	
6.5)	Halfway burning of coal produces carbon monoxide. This is very harmful to human beings and other animals.	
Sub Unit 7	**There are many uses of the constituents of air.**	
7.1)	Oxygen is used in hospitals, for mountaineering, for travelling in space and underwater (arificial respiration).	- Can tell the uses of gases from air.
7.2)	Carbon di oxide is used by plants for preparing food.	
7.3)	Carbon di oxide is used as fire extinguisher.	
7.4)	Nitrogen is also useful.	

S.No.	Topic	Learning Outcomes
	Unit 10 : METABOLIC ACTIVITIES OF THE LIVING THINGS.	
Sub Unit 1	**The living organisms perform various functions, activities for living.**	
1.1)	All living organisms eat food, respire, excrete, give response to the stimulus, grow and reproduce.	- Can tell the metabolic activities of living organisms.
1.2)	All metabolic activities need energy.	
1.3)	Energy is obtained from food.	
Sub Unit 2	**Green plants manufacture their own food.**	
2.1)	Green plants prepare their food from CO_2, water and sunlight.	- Can tell how green plants prepare their food.
2.2)	For the survival of whole living world photosynthesis is essential.	- Can tell definition of photosynthesis.
		- Can tell the importance of photosynthesis in living world.
Sub unit 3	**Some animals take their food from dead and decayed organic matters. While some animals take from other animals.**	
3.1)	Non green plants and animals take prepared food.	- Can tell the names of animals taking food from decay matter.
3.2)	Some animals take their food from dead and decayed matter.	- Can tell the names of herbivorous and carnivorus animals.
3.3)	Animals depend upon plants or other animals for their food.	- Tells the main actions in digestion and describes it.
3.4)	The digestion in animals is injestion of food, digestion, absorption, Assimilation and excretion.	- Can tell the parts of digestive system and their functions.
3.5)	The digestive system of animals consist of specific organs.	

3.6)	There are different methods of nutrition in animals.	

Sub Unit 4 The energy required for living is made available by breaking the complex food material.

4.1)	The energy is released in the process of Respiration. In respiration there is exchange of gases between organisms and atmosphere.	- Can tell the function of respiratory system. Can describe respiratory system. Can tell there are different organs of respiration in different animals.
4.2)	There are different organs of respiration in different animals.	- Can tell in man many organs function together in respiratory system.
4.3)	Respiration in human beings is done with co-ordination of many organs.	- Can describe respiration in plants, in short.
4.4)	The plants exchange gases through stomata.	- Can tell the location of respiration.
4.5)	The respiration takes place in the cells and it occurs in all animals.	- Can verify the biproducts of respiration.
4.6)	Respiration is the process in which there is oxidation of food (glucose) to release energy.	- Can tell the names of animals who need and who do not need oxygen for respiration.
4.7)	With the exception of some micro organisms all living organisms need oxygen for respiration.	

Sub Unit 5 Some liquid medium and vessels are required for transport of different substances inside the body.

5.1)	There are different substances in the body to perform different functions.	- Can tell the names of essential substances needed in the body.
5.2)	In higher plants there are conducting vessels to transport water, minerals and food.	- Can tell the use of vessels and liquid medium in transportation.

5.3) In some animals there is a circulatory system consist of blood vessel and heart, similar to man.	- Observes the conducting vessels in plants and can tell the use of it.
5.4) The blood vessels carry digested food, some harmones and excretory products.	- Tells the parts of human circulatory system.
5.5) If there is excess of blood loss from the wounds, blood is donated by other persons to the wounded person.	- Can tell under what circumstances blood should be given and tells the importance of blood donation.
Sub Unit 6 Waste matter need to be given out from the body.	
6.1) Waste matter is accumulated in different metabolic activities.	- Can tell what is excretion.
6.2) Waste matters are poisonous substances and harmful to the body. So they need to thrown out.	Tells the excretory products in animals.
6.3) Different organs perform the functions of excretion.	Tells the waste matter in plants, collects it and observes under microscope. - Can tell the adverse effects of excretory substances on human body. Tells the names of excretory organs in the body.
6.4) In plants excretion is by transpiration or waste products are stored inside the body.	- Tells the types of excretion in plants.
Sub Unit 7 Different activities of different organs in animals are controlled and co-ordinated to live effectively in the environment.	
7.1) All the functions of the body are inter dependent.	- Tells how different functions in the body are inter dependent and quotes the examples.

7.2)	Co-ordination is necessary between all the functions and organs.	- Tells the functions and organs performing functions are co-ordinated.
7.3)	This co-ordination is exercised by nervous system and hormones in animals.	- Describes the movement with the help of bones and muscles.
7.4)	In plants various hormones co-ordinate different functions.	
7.5)	Movement of the body and different organs in the body is essential for various functions.	- Tells what needs are fulfilled by living things through movement.
7.6)	The movement is due to the stimulus or for giving response to the stimulus.	
7.7)	In higher animals the movement is by muscles and bones co-ordination.	
7.8)	Different animals have different systems for locomotion.	
7.9)	The Locomotion is useful in migration, for getting food and shelter etc.	

Sub Unit 8 The process of life continues due to reproduction.

8.1)	Living things reproduce similar living things and keep the continuity of life.	- Tells the relationship between reproduction and continuity of life.
8.2)	There are different methods of reproduction.	- Tells the similarities between animals - their offsprings and plants seedlings.
8.3)	Most of the plants reproduce by vegitative propogation.	- Can tell Plants reproduce vegitatively by giving examples. Tells what is asexual reproduction.
8.4)	The reproduction in some plants and animals is a sexual.	

8.5) The reproduction in some plants and animals is sexual type.	- Can give the examples of asexually reproducing plants and animals and sexually reproducing plants and animals.
8.6) In sexual reproduction two different sexs come together and reproduce.	- Can tell the difference between sexual and asexual reproduction.

Sub Unit 9 The living things develop and grow.

9.1) The growth is due to increase in size of cells and also due to cell division.	Can tell how growth takes place.
9.2) In unicellulor organisms the growth means increase in size of cell.	- Can tell the growth in unicellular organism.
9.3) Plants grow indefinitely.	- Can tell the difference and similarities of growth in plants and animals.
9.4) In animals like man the growth is for limited period and then it stops.	- Can tell how multicellular animals are evolved from unicellular animals.
9.5) In development process the changes occur in sequence and certain organs are formed.	
9.6) In development process the changes occur in sequence and as per rules and ultimately the different parts of the body are changed.	

Unit 11 : FOOD, HEALTH, AND DISEASES

Sub Unit 1 Food is needed for growth and to sustain life.

1.1) All living things need food.	- Can tell why food is necessary to living organisms.

1.2) Food provides energy and some essential components to the body.	- Can tell how plants get their food.
1.3) Food is needed for growth, to continue the metabolic activities and to replace worn out parts.	
1.4) Plants prepare their own food.	
1.5) Animals obtain their food from other animals.	- Can tell how animals get their food.

Sub Unit 2 There are many basic types of food.

2.1) Carbohydrates provide energy.	- Can tell the basic units of food, Can tell the use of different types of foods.
2.2) The substances which give energy are stored in the form of glycogen and fats.	- Can tell the use of minerals.
2.3) Proteins are useful for body building	- Can tell the uses of water to the body.
2.4) Vitamins are essential for maintenance of the body.	- Tells the names of fibrous food and how they are necessary to the body.
2.5) Water is most essential for life. It is necessary to dissolve many substances needed by the body.	- Can tell the sources of food which provide different units of food.
2.6) Some fibrous substances must be included in food.	
2.7) Animals can not prepare some units of the food.	
2.8) Different kind of food contains different units or groups of food, in abandance.	
2.9) Good, balanced diet provides all necessary nutrients.	

Sub Unit 3 Balance diet is needed for good health.

3.1)	Balance diet provides all the necessary nutrients in proper proportion.	- Can tell the meaning of balanced diet and how it is decided.
3.2)	Different substances grouped together in proper portion makes the balance diet.	- Can tell on what factors the balance diet is dependent on.
3.3)	The nature of proportion of food material changes according, nature of work.	- Can tell the requirement of food is different from person to person.
3.4)	To prepare a balanced diet expensive food is not required but it depends upon choosing the proper food.	- Can tell there can be cheap balance diet available.
3.5)	The food must be choosen according to its usefulness and not according to taste.	- Can choose the food according to its usefulness.

Sub Unit 4 Food has to be maintained in proper way.

4.1)	Cooked or uncooked food kept for a few days gets spoiled.	- Can tell the reasons for spoiling cooked and uncooked food.
4.2)	Food must be protected from Rats, insects, bacteria and other microorganisms.	- Tells the simple methods of food preservation.
4.3)	Cooked food must be protected from micro organisms.	
4.4)	By boiling or keeping in cool places food can be preserved.	
4.5)	The spoiled food may cause food poisoning; some diseases and body disorders.	- Can tell the bad effect of spoiled food on body.

Sub Unit 5 Good health, good food is essential.

5.1)	Health of a person depends upon choosing the good food in proper proportion.	- Can tell what is malnutrition and what are the effect of malnutrition.

5.2) Insufficient food causes malnutrition.	- Can tell how body gets affected by deficiency of carbohydrates and proteins.
5.3) Deficiency of carbohydrates and proteins causes weakness and may result in serious problems.	
5.4) Deficiency of vitamins causes diseases like Scurvy and stops the growth of the body.	- Can tell the bad effects of deficiency of vitamins and minerals.
5.5) Deficiency of minerals causes Anaemia and some tooth problems.	

Sub Unit 6 Hygine, cleanliness and good food habits keeps the body healthy.

6.1) The health problems start when the functioning of body gets disturbed.	- Can differentiate between contagious and noncontagious diseases.
6.2) Due to different diseases the problems in the body starts.	- Tells that various diseases spread though various routes.
6.3) Some diseases caused by micro organisms.	- Tells different methods to prevent contagious diseases.
6.4) The diseases causing germs spread through water.	- Takes care of self cleanliness and social cleanliness.
6.5) The germs spread through air also.	Can tell the effects on body through different bad habits.
6.6) Some diseases spread due to actual contact.	
6.7) Some diseases spread through the disease carrier insects.	
6.8) If the surrounding is kept clean and the adapted good habits of cleanliness the spread of disease can be prevented.	Can tell the adverse effects caused following bad habits.
6.9) Disease like is not contagious.	
6.10) Smoking and drug addiction causes serious health problems.	

Unit 12 : SOIL

Sub Unit 1 Soil is made up of different constituents.

1.1)	Land is covered by soil	- Can tell the composition of soil.
1.2)	At many places soil has got layers.	- Tells that soil at different places has different colours and particle size.
1.3)	Soil has got different colours and different particle size.	
1.4)	Soil consists of stones, sand fine soil and organic compounds.	- Organic compounds are present in the soil.
1.5)	The minerals and organic compounds are in large quantity in upper layers of the soil.	- Can tell the composition of soil. Tells that many organisms live in upper layers of soil.

Sub Unit 2 Soil is formed due to erosion of rocks.

2.1)	Due to heat and cold the rocks get cracks in it.	- Can tell how there is erosion of rocks.
2.2)	Because of wind, rain and flowing water ther is erosion of rocks and soil is formed.	

Sub Unit 3 Soil is the important natural wealth.

3.1)	Many organisms live and grow in the soil.	- Can tell how soil is useful to living things.
3.2)	Soil provides support for living to the organisms living on land.	

Sub Unit 4 Erosion of soil is due to different reasons.

4.1)	Wind, water and rain are the causes of soil erosion.	- Can tell how there is soil erosion.
4.2)	The roots of the plants hold the soil and thus can prevent soil erosion.	- Tells the preventive measures of soil erosion.
4.3)	Cutting of trees and unuse of soil causes erosion.	- Tells the benefits of planting trees.

4.4)	Land becomes unfertile when the upper layers get washed off.	- Tells that when soil get washed off land becomes unfertile.
4.5)	It is very necessary to conserve the soil.	- Can tell it is necessary to conserve the soil.

Sub Unit 5 Chemical substances cause pollution of soil.

5.1)	Chemical substances cause pollution of soil.	- Can tell the causes for soil pollution and the effect of soil pollution.
5.2)	Sewage water, polluted water and defecating in open causes pollution of soil.	

Unit I3 : AGRICULTURAL PRACTICES AND IMPLEMENTS.

Sub Unit 1 To look after animals and growing plants is useful to human beings.

1.1)	For various purposes different types of plants are planted.	- Can tell the names of useful plants and animals.
1.2)	Different types of animals are peared for different reasons.	
1.3)	Some animals and plants are maintained in the forest and in the sea in natural conditions.	- Tells the importance of growing plants and animal husbandary.
1.4)	If good care is taken good yield is obtained.	
1.5)	Scientific methods can be used for maintenance.	

Sub Unit 2 To get better yield of crops, improved agricultural methods should be used.

2.1)	There are some basic things in the farming.	- Can tell the different basic things in the farming and describes it.
2.2)	These activities are ploughing, levelling, sowing, adding fertilizers, irrigation, adding	

insectisides to protect from infection, harvesting and storage.	- Tells the different technics used for different crops.
2.3) Some activities from above list are common for all the crops.	
2.4) Some change according to the crop.	
2.5) The tools used for some work changes according to crops.	
2.6) There is a proper sequence of activities of cultivation.	
2.7) All the above basic activities and principles of farming can be used in gardening.	

Sub Unit 3 Different tools are need for different activities of cultivation.

3.1) Some tools are manual and some are mechanical.	- Can tell names of different tools used in agriculture.
3.2) To make the land suitable for the farming different ploughs and levelling machines are used.	- Can tell how particular tool is used and why it is used.
3.3) Sowing is done manually or by seeddrill.	- Students can identify the problems in farming.
3.4) Weed eradication is done with hands, hand tools or weedicides.	
3.5) Pests which are harmful to plants and animals are controlled with the spray of insecticides and fungicides.	
3.6) Harvesting is done with the help of sickle or harvesting combines.	
3.7) Grains are separated out from the crop by thrashing machines and sheller machines.	
3.8) Grains are stored in cement or tin bins.	

3.9)	All the machines should be maintained properly.	

Sub Unit 4 **Yield of the crop can be increased by improving the quality of the crop.**

4.1)	It is necessary to increase the production of food grains as there is more and more demand.	- Can tell the new improvements in crop cultivation.
4.2)	To improve the quality and taste of the food grains qualitative improvement is essential.	- Tells the things to be done for the improvement of grains.
4.3)	By developing new varieties and by hybridization the quality of food grains can be improved.	
4.4)	Some of the measures to improve the yield of the crop are preparing the soil, adding fertilizers, irrigation and protection of the crops.	
4.5)	To increase the yield, disease resistant varieties and better quality of varieties must be used.	
4.6)	Improved varieties and improved methods of cultivation are essential for more yield.	- The methods of farming have some effect on the environment.
4.7)	The fertilizers and insecticides have bad effect on land as well as environment if not used in proper proportion.	

Sub Unit 5 **Domestication of animals is necessary for the useful substances obtained from animals.**

5.1)	Animals are domesticated for specific purpose.	- Can tell what are things to be done for domesticating animals.
5.2)	Good care should be taken of the pets.	- Can tell the use of different animals to us.

5.3) All animals need food, shelter and health care.

5.4) Cattles provide milk and flesh.

5.5) Cattles should be protected from different diseases.

5.6) The wool is obtained from sheeps.

5.7) Sheeps grow lice in their fur and suffer from skin diseases.

5.8) Meat and eggs are obtained by poultry farming. Broilers and layers are two varieties of children.

5.9) All the eggs available in the market are not fertilized.

5.10) If proper care is taken the quality and quantity improves.

5.11 Sericulture and Honey bee culture gives Honey wax silk etc.

5.12) Fishes are grown in the tanks for supplementary food.

STANDARD VIII

S.No.	Contents	Learning Outcomes
	Unit 1 : CARBON AND ITS COMPOUND	
Sub Unit 1	**Carbon is present in all living and some nonliving things.**	
1.1)	Carbon and its compounds are useful.	- Varifies with the help of experiments that carbon is part of living and some non living things.
1.2)	Carbon is the important element of animal and plant bodies. It is found in the form of compounds like carbohydrates, fats and proteins.	- Varifies with the help of different tests the substances like carbohydrates, fats and proteins contain carbon.
1.3)	Many carbon compounds are used as medicines.	
1.4)	Carbon is present in non living things either in the form of compounds or elements.	
Sub Unit 2	**Carbon is found in different forms in the nature.**	
2.1)	In nature carbon is found in the form of graphite, hard, coal, diamond, charcoal etc. Coke and lamp black str also forms of carbon.	- Observes different forms of carbon and tells that physical properties of all forms are different from each other.
2.2)	Different forms of carbon have different physical properties and different uses.	- Tells the different forms of carbons by recollecting.
Sub Unit 3	**Carbon and Hydrogen together forms many compounds.**	
3.1)	The compounds formed from carbon and Hydrogen are known as Hydrocarbons.	- Can tell what is hydrocarbon and tells the names of hydrocarbons in the surroundings.
3.2)	Dead plants decompose in the Swampy soil and methane is evolved. Methane is a hydrocarbon found in nature.	

3.3) Methane is found in coal mines also.	

Sub Unit 4 Carbon is the essential unit of fuels.

4.1) Fuel is needed for cooking, driving vehicles and in factories.	- Tells the different types of fuels.
4.2) There are many sources of fuel	- Compares the usefulness of different types of fuel.
4.3) Gas and liquid are the two types of fuel.	
4.4) Different amount of heat and light is obtained from various types of fuels.	
4.5) In all most all types of fuels used at present energy is produced due to burning of carbon compounds.	
4.6) Selection and use of the fuel type depends upon the price and availability.	

Sub Unit 5 Fuels and other things are obtained from Petroleum substances.

5.1) Petroleum is the mineral fuel : Dead plants and animals decompose due to some changes in the earth and petroleum is formed.	Tells the biproducts of petroleum and their uses.
5.2) Solid, liquid or gaseous types of hydrocarbon mixed together forms petroleum.	
5.3) Petroleum is the important raw material for industries.	
5.4) After effective distillation of petroleum useful biproducts are obtained.	

Sub Unit 6	Hard coal gives fuel and many other products.
6.1) Hard coal is found as mineral, it is formed due to the compression of dead plants under high temperature and pressure, millions of years ago.	Can tell the biproducts of hard coke and their uses.
6.2) If hard coal is heated it gives out coaltar and coke.	Can tell where the coke is used as fuel.
6.3) Many useful substances can be extracted from coal tar.	- Can tell the chemical compounds obtained from hard coke.
6.4) Coke is used as fuel.	
6.5) Percentage of carbon in the hard coke decides the quality of it.	

Sub Unit 7	For burning of a substance oxygen is essential.
7.1) Same substances are combustible and some are non combustible.	- Tells the combustible and non combustible substances in the surrounding.
7.2) Oxygen is needed for combustion.	- Can tell oxygen is necessary for combustion.
7.3) Conditions necessary for combustion are (1) Combustible substance (2) Medium (oxygen) (3) Proper ignition temperature.	- Tells that heat and light are produced in combustion.
7.4) There are different types of combustion e.g. Rapid combustion, spontaneous combustion and explosion.	- Tells the conditions necessary for combustion, types of combustion and quotes examples.
7.5) Fire can be controlled by removing combustible substance, removing oxygen supply or supplying carbon dioxide.	For burning of the substance particular ignition temperature is needed. - Can tell the things necessary for using the fuel carefully and proper combustion.

	- Can tell the measures taken for extinguishing the fire.

Unit 2 : Energy crisis and alternative energy sources.

Sub Unit 1 Energy is very essential part of our life.

1.1) Energy is needed for the metabolic activities of the body.	- Can tell different activities which need energy.
1.2) Heating, cooking, Light and transportation all these activities need energy.	- Can guess how much energy we use.
1.3) Factories, other businesses and farming also need energy.	

Sub Unit 2 Demand of energy is continuously increasing.

2.1) Different human activities have gone up so more and more energy is required.	- Collects the information about uses of energy and analyses it.
2.2) Increase in population increases the demand of energy.	- Estimates the utility of energy. Shows the awareness of usefulness of energy.
	- Can tell how the demand of energy increases with the increase in population.

Sub Unit 3 Our need for energy is satisfied through different sources of energy.

3.1) The food from plants and animals give energy.	- Can tell different sources of energy and aware of sources of energy.
3.2) Sun is the biggest source of energy.	
3.3) Fuels are also source of energy.	

Sub Unit 4 Some sources of energy can be regenerated while some can not.

4.1) Coal and other petroleum products are the sources of energy which can not be regenerated.	- Can identify the sources of energy which can be regenerated and which can not be regenerated.

4.2) The sources which can not be regenerated will extinguish over a period of time.	Tells that the sources which can not be regenerated should be used carefully and precaution should be taken.
4.3) We will face energy crisis if we depend upon the sources of energy which can not be regenerated.	- Can tell exessive use of energy will cause energy crisis.
4.4) Hydro water energy, metabolic energy wind energy can be regenerated.	- Can tell the sources of energy which are regenerated and the machines working on it.

Sub Unit 5 Development and use of alternative sources of energy is very essential at present.

5.1) Regenerative sources of energy should be used more and more. It will help to overcome the energy crisis.	- Can tell that by exploring all the possibilities, alternative sources of energy can be identified.
5.2) Solar energy, Wind Tides, atomic energy are the different sources of energy. Machines, appliances working on these type of energy will help in avoiding energy crisis.	- Can tell that by exploring all the possibilities, alternative sources of energy can be identified.

Sub Unit 6 If the available energy is used carefully and properly the excess demand can be fulfilled to an extent.

6.1) There is lot of wastage of energy in everyday life.	- Can tell the reasons for wastage of energy and measures taken to avoid it.
6.2) If we can pinpoint the reasons for wastage of energy and take proper action; wastage of energy can be avoided.	
6.3) Properly built appliances and proper maintenance of it can help in avoiding wastage of energy.	

Unit 3 : Metals and Minerals.

	Content	Learning outcome
Sub Unit 1	**Minerals are present in natural conditions.**	
1.1)	Minerals are found on the land, inside land, or in the sea.	- Tells the information about minerals and their sources.
1.2)	Decomposition of dead things and the effect of light, heat, wind on rocks form the minerals.	
1.3)	Some minerals are found in the pure form while some are mixtures of two or more substances.	
1.4)	Rocks are made of minerals. Some rocks contain Silicates.	
1.5)	In minerals, metals and non metals may be in original form.	
Sub Unit 2	**All ores are minerals and metals can be extracted from the ores economically.**	
2.1)	All ores are minerals but all minerals may not be ores.	- Tells the names of minerals.
2.2)	The ore contains one or more than one metals.	- Tells ores and metals extracted from ores.
2.3)	Many minerals are found in India.	Makes the list of important ores and places where they are found.
Sub Unit 3	**Ores are treated in different steps to obtain pure metals.**	
3.1)	Different methods are used to remove impurities present in the ore, and ore is concentrated.	- Tells various methods of concentration of ores and extraction of metals.
3.2)	Metals are extracted from the concentrate by the methods like (1) action of carbon (2) action of hydrogen (3) Electrolysis.	- Can tell that pure metals are obtained by electrolysis of ore.
3.3)	To obtain pure metal further refining is done by various methods.	

Sub Unit 4 Metals have specific properties.

4.1) Some metals are hard and some are soft.	- Can tell the properties of metals.
4.2) All most all metals are solids.	- Can tell the uses of metals.
4.3) Metals have a metallic luster	- Can tell the effect of water, heat, air, oxygen and acids on metals.
4.4) Almost all metals have elasticity and mallecability.	
4.5) Metals are good conductors of heat and electricity.	
4.6) Metals are used in house and in industries, on large scale.	
4.7) Oxides are formed by chemical action of oxygen on metals.	
4.8) Some metals have reaction with water.	
4.9) All metals react with acids.	

Sub Unit 5 The chemical reaction of metals cause the rusting.

5.1) Water, air and acids have chemical action on metals causing rusting. Due to rusting metals get corroded.	Metals have reaction of water, air and acids.
5.2) Rusting of metals can be prevented by applying oil, applying paint or coating with some other metals.	Can tell the things to be done for protecting metals from action of water, air and acids.

Sub Unit 6 When a homogenous mixture of more than one metals or metals and non metal is formed it is known as Alloy.

6.1) The chemical properties of metals from the alloy do not change.	Makes the lists of alloys and the components of alloys.
6.2) Alloys are formed by two metals or metals and non metals melting together.	Can tell that the chemical properties of components do not change when alloy is formed.

6.3)	Alloys have some useful properties not present in basic elements.	Can tell and give the examples of properties of alloys which were not present in its components.
6.4)	Alloys are used on large scale in industries and in the house.	Can tell the uses of alloys.

Unit 4 : Manmade substances.

Sub Unit 1 There are many substances around us.

1.1)	Some substances are natural	Can identify different natural and man made substances.
1.2)	Some substances are manmade.	

Sub Unit 2 Manmade substances are used on large scale in everyday life.

2.1)	Some manmade substances are used in cloth business.	Collects the information about manmade substances and their uses.
2.2)	Some substances are used in construction of buildings.	
2.3)	Some substances are used in our homes.	
2.4)	Some substances have agricultural use.	
2.5)	Some substances are useful in medicines.	

Sub Unit 3 Artificial fibrès are important manmade substances.

3.1)	Nylon, Rayon, Terelene, Orlone, Decron are some of the artificial fibres.	- Observes different types of fibres.
3.2)	Artificial fibres have high compounds. Normally they are known as polymers.	- Can identify different fibres and tells that these are used in making different types of garments.
3.3)	In some respects artificial fibres have better quality than natural fibres.	
3.4)	Artificial fibres catch fire faster.	

Sub Unit 4	The plastic which is used in everyday life is a manmade substance.

	Content	Expected learning outcome
4.1)	Various types of plastics have different melting point, hardness and transperency.	- Makes the list of plastic things used in everyday life and tells the uses of it.
4.2)	Plastic is a high density polymer	- Can identify different types of plastics.
4.3)	Because of peculiar properties plastic is used on large scale.	
4.4)	Useless plastic things can be recycled and new things can be made.	

Sub Unit 5	Glass is the homogenous mixture of some substances.

	Content	Expected learning outcome
5.1)	Glass is made from sand, lime and soda.	Makes the list of glass things used in home and school.
5.2)	Glass is made by heating the ingrediants at high temperature. At this temperature the ingrediants melt and the homogenous mixture is formed.	Tells the physical properties of glass.
5.3)	Glass is a mixture. So the proportion of ingrediants is not fixed.	Tells the reasons why glass is called a mixture.
5.4)	The quality of glass depends upon the ingrediants used and purity of the ingrediants.	Makes the list of different types of glass and glass things.
5.5)	There are various types of glass.	
5.6)	Coloured glasses are made by adding small amount of coloured metal oxides to clear glass.	
5.7)	Glass is used in homes, in industries and in science laboratories.	

Sub Unit 6	Many articles are made up of soil.

	Content	Expected learning outcome
6.1)	China clay, plaster of paris, sticky clay are types of soil. Many things are made out of these types of soil.	Tells the different things made from clay and their uses in homes in everyday life.

6.2) If the soil particles are backed at high temperature they become more durable.	Tells why clay things are coated.
6.3) China clay things are coated with to make them unporous.	Tells the uses of clay things in factories, in construction material, science apparatus.
6.4) Some metal oxides are used to make coloured clay things.	

Sub Unit 7 Soaps and detergents are used for cleaning clothes and other things.

7.1) The selection of soaps and detergents depend upon for what they are used.	Tells the uses of soaps and detergents. Tells different types of soaps and their uses.
7.2) Soap is made by mixing vegetable oil with a solution of sodium hydroxide. The mixture is boiled.	- Tells that hard water is not useful for washing clothes.
7.3) If clothes are washed with hard water more soap is required.	Tells the uses of soaps and detergents.
7.4) Detergents are also used for cleaning in place of soaps.	- Can compare the capacity of soaps and detergents in washing clothes and tells detergents are more useful.
7.5) In some respects detergents are more useful than soaps.	

Sub Unit 8 Manmade fertilizers and insecticides are useful in agriculture.

8.1) Fertilizers are used to remove the deficiency of nutritive substances in the soil.	- Can tell the fertilizers commonly used.
8.2) The yield of crop increases by the use of fertilizers.	- Tells the different types of fertilizers and their components.
8.3) Fertilizers should be stored properly.	- Tells that different fertilizers are added to the soil in different ways.
8.4) Some fertilizers are in powder form and some are crystalline.	- Tells the methods for storing the fertilizers and tells the scientific principles behind it.

8.5)	Insecticides are used for protection of crops from harmful micro-organisms.	- Tells that fertilizers should be given in proper quantity.
8.6)	Proper insecticides must be selected and should be supplied in proper proportion.	- Tells different insecticides for protection of crops.

Unit 5 : Force and Pressure.

Sub Unit **Pressure is the force exerted on a unit area.**

1.1)	Force has magnitude and direction	
1.2)	If the area on which force is acting changes, the effect of force also changes.	- Tells the correlation between force, area and pressure.
1.3)	If different forces are applied on same area the effects will be different.	
1.4)	If force is exerted on any surface pressure is created.	
1.5)	Pressure is more when the force increases or when the area affected is less or in both cases.	
1.6)	If force is reduced or area is increased pressure is less.	

Sub Unit 2 **When a substance is totally sinks in the water it appears light in weight.**

2.1)	When a substance is immersed in a liquid, it displaces equal amount of liquid.	- Can tell that the object displaces equal volume of liquid when immersed into liquid.
2.2)	When an object is immersed in the liquid the buyant force is acting on it.	- As the substance is going down in the water it appears lighter in weight - Tells this fact by experiment.
2.3)	As the object is going down in the liquid the buyant force increases when it is totally immersed the buoyant force becomes constant.	- Can establish the relation between the buoyant force and the weight of liquid displaced.

2.4) The upward thrust or buoyant force is equal to the weight.

2.5) If the weight of the object is kept constant and volume is increeased the upward thrust acting on it increases.

2.6) The weight of an object in the liquid is less than its weight in the vaccum.

2.7) The weight which appears lost in the liquid is equal to original weight of an object minus the upward thrust acting on it.

2.8) If the weight of a substance is less than that of liquid displaced the substance floats.

Sub Unit 3 · The pressure exerted by air is called atmospheric pressure.

- Can tell the existance of atmospheric pressure and the function of it in the nature.

3.1) Air exert a pressure in all directions.

3.2) Atmospheric pressure at a particular place is the weight of air column on unit area at that place.

3.3) The atmospheric pressure at the sea level is considered as standard measure.

3.4) Atmospheric pressure changes at different places and different times.

3.5) As we go at higher attitude the atmospheric pressure decreases.

S.No.	Topic	Learning Outcomes

Unit 6 : LIGHT

Sub Unit 1 When light rays are passing from one transparent medium to the other, the rays change their direction of motion.

S.No.	Topic	Learning Outcomes
1.1)	The rays in the first medium are called incident ray.	- Can tell the examples of refraction in daily life.
1.2)	The rays in the second medium are called refracted rays.	- Performes the experiment of light refraction.
1.3)	When the light rays enters from rarer medium to denser medium the angle of incidence is greater than angle of refraction.	
1.4)	Many effects of light refraction can be observed in daily life.	

Sub Unit 2 The function of lenses is based on the principle- refraction.

S.No.	Topic	Learning Outcomes
2.1)	The lenses are transparent. Concave and Convex are the two types of lenses.	- Can tell how the rays get refracted when pass through lenses.
2.2)	When parallel rays enter convex lens they converge at one pont.	
2.3)	The parallel rays diverge alter passing through concave lens.	
2.4)	The ray of light passing through the centre of lens do not get refracted. It travels in straight line.	

Sub Unit 3 The type of images formed by lenses, their size and place depends upon the distance between the lense and object and type of lense used.

S.No.	Topic	Learning Outcomes
3.1)	The images formed by the lenses are either real image or virtual image.	Tells the uses of lenses. Convex lens is used as micro scope - acquires this skill (magnifying glass)

3.2) The images formed by the lens may be of same size or bigger or smaller; in size to the object.

3.3) The place of the image depends upon the place of an object and the lens.

Sub Unit 4 The optical instruments are prepared by using different lenses, in different ways.

4.1) Eye is an optical instrument.	- Uses the telescope and microscope.
4.2) Some defects of vision can be corrected by use of lenses.	
4.3) Very minute objects can be seen with the help of microscope.	
4.4) Telescope is used to view distant objects.	

Unit 7 : MAGNETISM

Sub Unit 1 There are some properties of the magnet.

1.1) Magnets have different shapes and made up of different materials.	- Can tell different uses of magnet in everyday life.
1.2) If a magnetic substance is put near magnet it acquires magnetism.	- Can tell names of objects in which property of magnet is used.
1.3) Magnets are used in many ways	- Can use the magnetic compass.
1.4) Magnet attracts the iron things and iron filings.	- Can perform the experiments to check the magnetism.
1.5) The magnet has its effect in the space around it (magnetic field)	- Can tell how to preserve the magnet when not in use.
1.6) The effect of magnet remains even if the object is covered.	- Tells the relationship between magnetism and electric current.
1.7) The effect of magnetism is more at the ends of the magnet. These	

points are called the poles of the magnet.	
1.8) Like poles of the magnet repel and unlike poles attract each other.	
1.9) The real test of magnet is repulsion and not the atraction.	
1.10) When a magnet is suspended it remains steady at north south direction and shows the north and south poles.	

Sub Unit 2 The magnetism is connected with electricity.

2.1) The conductor through which electric current is passed shows magnetic property.	Can prepare temporary magnet.
2.2) The electric coil shows magnetic property until the electric current is flowing (passing) through it.	
2.3) Electro magnets have many uses.	

Unit 8 : World at Micro organisms.

Sub Unit 1 There are different groups of micro organisms.

1.1) Micro organisms can be observed under microscope.	Describes the micro- organism.
1.2) Algae, fungi, bacteria and viruses are some of the micro-organisms.	Prepares temporary slides of micro organisms and observes it.

Sub Unit 2 Some diseases are caused by micro organism.

2.1) Contagious diseases are caused by micro organisms.	Can tell the names of contagious diseases and what type of micro organisms causes the diseases.
2.2) Bacteria cause Cholera, T.B. and Typhoid.	Because of the scientific knowledge of disease causing bacteria do not keep blind faith in God. Albe to get medical help.

2.3)	Viruses cause common cold, miseales, small pox, polio.	
2.4)	Animals get food and mouth (face) diseases due to micro organisms.	Can tell the symptoms of these diseases.
2.5)	Maléria and dysentry are caused by Amoeba and protozoa.	
2.6)	Plants suffer from diseases like bacterial will caused by bacteria.	

Sub Unit 3 Disease causing germs are spread in different ways.

3.1)	Air, water, soil and some animals are disease spreading media.	- Can tell the different media spreading the germs.
3.2)	Influenza and cold are air borne diseases.	- Can identify different stages in life cycle of Mosquito.
3.3)	Polluted soil and water are responsible for spreading the disease.	
3.4)	Some animals carry the germs from infected animals to healthy animal.	

Sub Unit 4 The diseases caused by the micro organisms can be prevented and can be controlled.

4.1)	The diseases can be prevented by controlling the water and soil pollution.	Can tell the different measures taken to prevent diseases caused by microbes.
4.2)	It can also be prevented by controlling the animals which spread diseases.	- Can tell what type of vaccines must be taken in which age. Insists the family members to get vaccinated.
4.3)	Diseases can be prevented by Good food habits and cleanliness.	Tells the importance of vaccins.
4.4)	The resistance power of the body increases by vaccins and even if the disease appears the intensity will be less.	Can tell different fungicides and insecticides.

4.5) There are various methods for controlling the plant diseases.

Sub Unit 5 Some microbes are very useful in Man's life.

5.1) Bacteria play important role in preparation of curds, cheese, alcohols, bread, idli and dosa.	- Can prepare the slide of bacteria.
5.2) The biochemical compounds used in agriculture and in medicine are prepared from fungi.	
5.3) Some micro organisms help in Nitrogen fixation in the environment.	- Can tell what are the uses of microbes in everyday life.
5.4) Micro organism decompose the organic matter present in the soil and humus is formed.	
5.5) Microbes can be used as food or in the process of formentation. e.g. Mushrooms, algae, yeast.	
5.6) To prepare industrial alcohole, and other chemical compounds as well as medicines micro organisms are useful.	

Sub Unit 6 The destruction caused by the micro organisms can be prevented if proper care is taken.

6.1) The fibres and leather goods must be protected from micro organisms.	- Can tell how wooden and leather goods are protected.
6.2) The wood must be either painted or treated with some chemicals to protect from microbes.	- Can tell different methods of food preservation.
6.3) Micro organisms may spoil fruits and vegetables if not properly stored.	
6.4) Spoilt food is not good for our health.	

6.5) Sterilization, Refrigeration, making pickles or properly preserved helps to store the food material.

Unit 9 : ELECTRIC CURRENT

Sub Unit 1 There are different sources of electric current.

1.1) The electricity is needed for many things.	Can tell different sources of electricity and their uses.
1.2) The flow of electricity in a substance is known as electric current.	
1.3) When electric current is required in small quantity and for short time dry cell is used in the appliances.	
1.4) When the electric current is needed for longer time the storage cells are used.	
1.5) Electricity can be generated by using generators and dynamos.	
1.6) The electricity is supplied to the homes, industries etc., through main electric wire.	
1.7) Electricity can be obtained from solar cell also.	
1.8) Electric current obtained from dry cell or storage cell is called D.C. direct current.	
1.9) The electric current which is used oftenly is different than direct current. It is called as alternating current or A.C.	

Sub Unit 2 Some other energy can be converted into electricity.

2.1) In the dry cell and storage cell the chemical energy is converted into electricity.	Can tell electricity is obtained by conversion.

2.2) In generators mechanical energy is used to produce electric energy.	
2.3) In electric appliances, different types of energies like thermal, mechanical, atomic) are used to produce electricity.	Makes the list of power houses and show it on the map.
2.4) In solar cell solar energy is converted into electric energy.	

Sub Unit 3 Some substances are useful in carrying electricity from one place to other while some are not useful.

3.1) The materials which allow the flow of electric current are known as conductors.	Can identify conductors and non conductors.
3.2) Some materials which do not allow the flow of electric current are called as non conductors.	
3.3) The conductors which are carrying the electric charge are covered with thin layer of bad conductors. (insulators)	

Sub Unit 4 The complete circular path of flowing current is known as a circuit.

4.1) Simple electric circuit (a) source of electricity (b) the apparatus working on electricity (c) switch (d) electricity conducting wires are the parts of the circuit.	Can draw the circuit.
4.2) How different parts of a circuit are connected is known from the circuit diagram.	
4.3) The parts of the circuit are shown with different symbols.	

Sub Unit 5 When a electric current is flowing it shows different effects.

5.1) When the electric current is flowing through a conductor heat is produced.	Tells the different effects of electric current.

5.2) The heat produced during the flow of current depends upon the material of the conductor, the length and thickness of the conductor.	Can make a simple electromagnet and performs simple experiments based on it.
5.3) Electric current is affiliated with magnetic effect.	
5.4) When electric current is passed through a electrolysis liquid chemical changes take place.	

Sub Unit 6 If electricity is not used carefully it can be a dangerous thing.

6.1) Short circuits are formed due to excess charge or wrong type of conductors.	Makes the lists of accidents caused by electric and safety measures to avoid accidents.
6.2) Using fuse in the electric circuit is a safety measure.	Tells the need of safety measures and shows awareness.
6.3) Proper care and safety measures should be used while handling electric appliances.	

Unit 10 : Evolution and Adaptations.

Sub Unit 1 Adaptation is the process in which living things change to survive in the changed environment.

1.1) Living things show adaptations to live in their environment.	- Tells the different factors of the environment.
1.2) The adaptibility is acquired by change in structure.	- Can tell the meaning of adaptation with examples.
1.3) Lotus, Hydrilla and fishes have peculiar characteristics to live in water.	- Can tell how the body of animals get modified to survive in the particular environment.
1.4) Similarly animals on land (terrestrial) show the body structure suitable to stay on land.	
1.5) The body of birds and insects show characteristics suitable for flying.	

Sub Unit 2 There is slow but continuous change in the characteristics of living organisms since the life started on the earth.

2.1)	The life on the earth started from simple substances.	- With the help of analogus and homologus characters explains the process of evolution.
2.2)	Animals with complex and varied type of body structure originated from primitive animals.	
2.3)	Evolution in living things is a slow but continuous process.	

Sub Unit 3 There are certain evidences for the organic evolution.

3.1)	By studying the external characters of the living things we can get some evidences.	Tells the anatomical evidences which can explain the process of evolution.
3.2)	With help of study of internal structure of animals some evidences of evolution can be obtained.	Explains the theory and process of evolution.
3.3)	Viruses can also be used as the evidence of evolution.	

Sub Unit 4 The process of evolution can be explained by the theory of natural selection.

4.1)	There is interspecific and intraspecific struggle for food and shelter.	Tells what is the process of natural selection and gives the examples.
4.2)	The living things can survive in the struggle due to adaptation.	
4.3)	Nature selects the most suitable organisms.	

Unit 11 : Useful plants and animals.

Sub Unit 1 Plants and animals have various effects on human life.

1.1)	Some living things are harmful	- Tells the economic importance of animals and plants.
1.2)	Some animals are useful to us.	- Tells the information about useful and harmful living things.

1.3) Some plants are poisonous.

- Identifies the harmful plants and animals.

1.4) Some animals are poisonous.

1.5) Some animals are the carriers of disease germs.

1.6) Some animals destroy plants and crops.

Sub Unit 2 Plants are economically important.

2.1) Many plants are useful to us

- Tells the uses of different plants and gives the examples.

2.2) Some useful plants are cultivate while some plants are wild.

- Describes how plants are economically important.

2.3) From the plants we get vegetables, fruits, cereals, pulses, spices, oil and fibres.

- Realises the uses of plants and tells the importance of cultivating plants.

2.4) Some other items from plants are medicines, wood for furniture and wood for fuel.

- Tells the importance of gardens in house and schools.

2.5) Some plants are cultivated for beauty of the garden and fragrance.

Sub Unit 3 Different useful animals in the man's life.

3.1) We get different products from animals.

- Can tell the importance of animals in man's life.

3.2) Some animals are wild and some are pet animals.

- Tells that there is need to increase production of fishes.

3.3) Oil is obtained from some fishes.

- Classify the animals according to products obtained from them.

3.4) Sheep, lamb and chicken are useful for meal.

- Can identify the adulteration in the honey.

3.5) Cows and buffaloes produce milk.

3.6)	Honey bees give wax and honey.	- Tells the uses of silk fibre. - If possible collects the different stages in life cycle of silk worm or tells how silk is produced.
3.7)	Wool is obtained from sheeps.	- Tells the uses of leather, horns, pearls and tells how these things are collected.
3.8)	Silk is obtained from silkworms.	- Can tell how the care of pets must be taken and why.
3.9)	There are different uses of skins and leather of different animals.	- Tells the names of different animals used in laboratories.
3.10)	The horns of some animals are useful.	- Can tell what different animals do for man.
3.11)	Some animals produce pearls.	- Takes the care of pets.
3.12)	Some animals we keep as pets.	
3.13)	Some animals are used in the laboratories for experiments.	
3.14)	Some animals do some work e.g. transport.	

Unit 12 : Conservation of Natural resources.

Sub Unit 1 Natural resources are essential for the living things to live.

1.1)	Storage of useful substance or energy is known as source.	- Tells the source and places of natural wealth and tells the uses of it.
1.2)	Natural resources are found in different forms.	- Classifies the resources needed in everyday life.
1.3)	Minerals and other substances are present in earth.	- Compares the resources needed by man and other animals.
1.4)	Sun is the main source of energy.	- Tells the importance of man in utilization of resources.
1.5)	Nature satisfies the needs of living things.	- Tells the social problems due to unequal distribution of natural resources.

1.6) Man needs more resources than any other animal.

1.7) To protect the human race the resources must be properly distributed.

Sub Unit 2 Natural resources are of different types.

2.1) Air, water, minerals, soil and energy are the natural resources.

2.2) Animals and plants are also factors of the natural resources.

2.3) Some resources can be recycled.

2.4) The animals and forests are the resources which can be regenerated, but they will also come to an end.

2.5) Wild life and forests are the natural resources and these can be made our country rich.

2.6) Cutting the forests and killing the animals.

- Observes the resources in the surroundings and classifies it.
- Tells problems related to resources.
- Tells the place of animals and forests in the balance of nature.

Sub Unit 3 The natural resources are becoming less and less due to more and more requirements.

3.1) Due to over population the burden on natural resources is increasing.

3.2) Unnecessary habits, luxuries and war are responsible for unlimited use of resources.

3.3) There is sacarcity of natural resources due to wrong use and wrong habits of using it.

- Can tell the effect of over population on natural resources.
- Makes real effort to rectify the wrong use of water and electricity.

Sub Unit 4 Conservation of natural resources is necessary for our life.

4.1) The human life is in danger due to scarcity of natural resources.	- Can explain that for improvement of the atmosphere resources should be protected.
4.2) If the sources of the resources are finished it will have bad effect on environment.	- Can explain the conservation of resources.
4.3) Important sources of resources are becoming extinct due to pollution and cutting the forests.	
4.4) For the balance of the environment proper and thoughtful use of resources is essential.	
4.5) Some sources need to protect and conserve.	
4.6) There are different methods of conservation for different resources.	
4.7) The conservation of sources of natural wealth must be done at individual, social, Government, and international levels..	

HISTORY - CIVICS & ADMINISTRATION

Std : VI to VIII

The 10 National core elements included in the National Policy of Education are related to all subjects in the curriculum, but they are more closely related to History - Civics and Administration. It is a very important subject in that respect. The National Core elements are the foundation of personality development of pupils. The National Core elements are as follows :

1) History of India's freedom movement.
2) Constitutional obligations.
3) Nourishment of National identity.
4) Common Cultural Heritage of India.
5) Equality, democracy and secularism.
6) Equality of the sexes.
7) Protection of environment.
8) Removal of social barriers.
9) Necessity of a small family norm.
10) Inculcation of scientific temper.

Nearly all the aforesaid principles are very important in teaching History which lay foundation of social life.

Teaching of History-Civics aims at developing knowledgeable and responsible citizen of India. Its aim is also to enable the student, who is a part of the modern world to understand the cultural heritage of the world. The student has to face the challenges in future. This also should be taken into consideration while teaching 'History-Civics'.

The Curriculum for Upper Primary Stage :

The syllabus of History for Classes VI to VIII has been divided as follows : Class VI - Ancient India, Class VII - Medivial India, and Class VIII - Modern India.

In the Primary and upper primary stage, History will mainly include the cultural heritage of India and the freedom struggle of India. This will facilitate to understand the contemporary situation in our country and also the values fundamental to the concept of India national identity. A general survey of India's Freedom Struggle will be made at this stage. The in-depth study is expected at the secondary stage.

While studying this subject, it is possible to organise projects relating to ancient buildings, Historical remains and folk songs. This will develop among children the attitude of working independently. It will facilitate the development of scientific approach towards the historical sources and also an awareness regarding the preservation of such sources and artifacts.

History (Upper Primary Stage)

In Classes VI to VIII children should be acquinted with Indian History from pre-historic stage to the emergence of Indian republic. While doing so the passing references of world context should be provided. Due emphasis should be given on the judicious presentation of the political, social, economic and cultural developments.

Project :

In the revised curriculum, it is expected that some time should be reserved for out-door education and practical projects.

The practical projects relating to the folk-lore, cultural pursuits and historical monuments may be taken up. Maps indicating historical places can also be prepared by them. Practical work may be taken up by individuals, groups of students by the class as a whole. The idea is to make a child an active participant and not a passive recipient through this curriculum.

Civics and Administration :

Student of today should be an educated and well informed citizen of tomorrow. He should be aware of the values of citizenship and capable of activly participating in the socio-economic reconstruction of the nation. Hence knowledge of this subject is essential. From this point of view, practical activities are an important part of this course.

Course-content :

In the social environment different kinds of people work under different circumstances through different agencies. They render help in various ways to make the life of the people happy. Pupils should be made aware of this reality of the primary level of education. It is for example, expected that pupils should have knowledge of the functioning of local self institutions, municipalities, village panchayats and the like. Similarly they should know the National festivals, National emblums, India's constitution so as to instill in them patriotic ferver. They should also be acquainted with the international organisations in the context of human rights, equality and world peace.

From the upper primary stage in Class VI, units such as civic life, local administration, preservation of public property and civic responsibilities have been included. In Class VII, the broad outline of India's constitution and administration have been included. Further in class VIII, the student is expected to have the knowledge of the current problems and the current affairs.

Projects and Practical work :

Pupils should be provided opportunities through different projects and programms, so that they should be capable of active and educated citizen. Each pupil should complete in each year atleast one project according to his capacity. Such projects may be completed by them in groups, too.

HISTORY - CIVICS & ADMINISTRATION

Std : VI to VIII

HISTORY

Objectives of Upper Primary Stage

1) To promote an understanding of the major stages in the evolution of Indian society through the ages.
2) To develop an appreciation of the growth of various components of the Indian culture in different parts of the country.
3) To develop a critical and scientific approach towards the past so that the pupils personality is free from irrational prejudices, bigotry, parochialism and communalism and is imbued within a rational scientific and forward looking outlook.
4) To develop an appreciation of India's varied cultural heritage, of its richness and of the process through which it has developed.
5) To develop an ability to study contemporary problems of Indian society in the historical context.
6) To develop an understanding among the students that the process of transformation is necessary for the creation of a society based on justice.
7) To develop an ability among the students to study the Indian history in the context of historical human development.
8) To deepen the knowledge of India's freedom struggle, its ideals and values.
9) To develop an awareness of the necessity of the historical remains and of participation in the work of their preservation.

Std VIth

Unit 1 - Ancient India.

1) The study of history is useful to understand the present while reviewing the past.

2) Historical material can be prepared from various historical sources.

3) It helps in understanding the flow of changing humkan life.

S.No. 1	Units 2	Major Understandings 3
	a) The ancient period - 'Why and for what purpose, we should know it. Sources for reconstructing the past- Written records, literary sources, archaeological and excavated remains, oral traditions, their relative importance	Major understandings. How and why we study the past. Inorder to understand the present it is necessary to have knowledge of the past. It is necessary to develop a scientific and critical attitude for a correct understanding of history. There are various types of sources of history with varying degree of reliability.
	b) Pre historic Indian Culture :	
	(1) The evolution of a man on the earth	has been a very slow process'
	2) Man has continuously striven to improve his lot by trying to understand nature and make use of it.	
	1. The evolution of human life on earth-old stone Age. The stone-age tools, and religious beliefs.	The evolution of Man on the earth has been through certain stages.
	2. Nomadic life, discovery and use of fire, man takes to farming, change from Nomadic to settled life, terra-cotta pottery, Invention of	Life of pre-historic man was nomadic. He used very simple tools. The discovery and use of fire facilitated the multi-dimentional human progress.

S.No. 1	Units 2	Major Understandings 3
	the wheel, Domestication of animals, Improved tools, clothing, some important stages of Stone Age in India.	Agriculture led to settled life. Domestication of animals helped man further. Invention of the wheel resulted in manufacturing of pottery and helped in the development of means for transportation.

Unit 2 - The Harrappan Culture

The Harrappan culture, marks the beginning of the Indian civilization.

	Development of Urban Civilization	Major Understandings
(1)	Evidences found in different parts of India	Man began to establish settlements resulting in his urban life.
(2)	The growth of Harrappan culture - Major sites, chronology.	Many traces about urban civilization are seen in the different parts of the country.
(3)	The layout of the city houses, roads, public baths, drainage	The Harrappa culture is the beginning of the urban civilization in India.
(4)	Life of the people - food, clothing, ornaments, religious beliefs, script.	Evidences found in different parts reveal that Harrappan culture was a well developed urban civilization.
(5)	Agriculture, trade, and commerce, arts and crafts, use of metals.	
(6)	Contacts with contemporary civilization	The Harrappan cities had contacts with the outside world.

Unit 3 - The changing pattern of Indian culture (1500 B.C. - 600 B.C.)

Sub Unit (1) During the period 2000 B.C. to 1500 B.C. different culture developed in different parts of India.

(2) During this period, people speaking Indo-Aryan Languages came to India and gave new shape to the local culture.

(3) In the later half of this period, use of iron started resulting in various changes in the contemporary human life.

S.No. 1	Units 2	Major Understandings 3
(1)	The advent of Indo-Aryan speaking people, their settlement in Saptasindhu area, beginning of contacts with other areas and cultures, their economy, social and political organization, religion and literature in the early vedic Age.	After the decline of the Harrappa culture different cultures came in to existence in different parts of India. The comming of Indo-Aryan speaking people marked the beginning of a new era in the context of Indian society.
(2)	The movement of the Indo Aryan speaking people to other parts of India, Madhya Desh, Eastern and Western India, material life in the later Vedic Age, Religion, sacrifices, beginnings of social stratification. Monarchy in North India, Megolithic cultures in peninsular India.	Use of Iron resulted in progress of human life. Use of Iron resulted in the establishment of territorial states.

Unit 4 - Rise of Magadha to the Mauryan Empire (600 B.C. to 300 B.C.)

(1) Religious reforms as a result of socio-economic conditions. For reaching effects of these reforms on the life of the people.

(2) The unified state organisation under Mauryas established peace and stability in India.

S.No. 1	Units 2	Major Understandings 3
(1)	Economic changes - Emergence of towns - trade and commerce - beginning of coinage - arts and crafts - wider use of iron.	There were quarrels among small kingdoms during this period. Out of these Magadh emerged as a big power.

(2)	Political system - Monarchies in North India and tribal groups.	The Vedic religion became more rigid and complex.
(3)	New religions movements - Mahavir and Buddha - their teachings.	The rigidity in the Vedic religion gave rise to socio economic problems resulting in the establishment of new religions.
(4)	Foreign invasions and their impact - Greeks.	During this period India came into frequent contacts with Greece and Iran giving rise to mutual exchanges.
(5)	Rise and growth of Mauryan Empire - Administration, social and economic life, religion (with special reference to Ashoka), Art and Culture, relations with Tamil state, their echo in Sangam literature.	The Maurya Empire was the first empire in India. Mauryas gave a strong and stable administration resulting in the development of written literature script, art and culture. The Mauryas also established relations with South India and Sri Lanka outside their empire.

Unit 5 - India during the period (300 B.C. to 300 A.D.)

(1) This is a period of coming in and assimilation of foreigners.

(2) This is a period of the extension of India's cultural and commercial contacts with other countries.

S.No. 1	Units 2	Major Understandings 3
(1)	The decline of the Mauryan Empire, the rise of Sakas and Kushanas in the north and the rise of Satavahanas in the South, their mutual relations - The Sangam Age.	The foreign aggressors settled in North India and got mixed with Indian people.
(2)	Economic activities - commercial contacts with the western world, south east Asia and China, Development of crafts and guilds - coinage.	Due to the expansion of trade and industry, the relations between the Indian and foreigners were strengthened.

(3)	Social and religious life - spread of Buddhism in and outside India.	Lot of evidence of the southern culture is available in Sangam literature and Archaeological findings.
(4)	Art and literature, Sanskrit and prakrit languages and literature, Ramayan, Mahabharat and their impact (Epics)	Art and literature flourished and were further enriched as a result of their association with other countries.

Unit 6 - India (300 A.D. to 800 A.D.)

(1) This is a period of the rise of the Gupta Kingdom in the North and of Vakataka and Pallava kingdoms in the South.

(2) The special feature of this period is the remarkable progress in art, literature and science.

S.No. 1	Units 2	Major Understandings 3
(1)	A brief outline of the political history of the Guptas, Vakataks, Pallavas, Chalukyas and Vardhamanas.	During the period from 300 A.D. to 800 A.D. India was divided into small and disorganised kingdoms.
(2)	The Caste system and the positions of women.	This period witnessed many changes in the socio-economic life of the people.
(3)	The general description of the condition of the people, in the writings of Fa-Hien and other travellers.	Buddhism declined. The faith on Vedic religion showed an upward trend and that religion became the main attraction of the people.
(4)	Art, Literature, Languages, Science, Technology, Medicine, Astronomy and Mettallurgy.	During this period new temples were built. Similarly there was an upward trend in Art, sculpture and literature.
(5)	Religious Life, decline of Buddhism and revival of Vedic Religion	The travel accounts of foreigners throw light on the events of this period. The substantial progress took place in different fields.

Std. VII

Medieval India

Unit 1 - India and the World

The middle ages witnessed many changes in the world. These changes were the result of all sided development of human beings e.g. economic, social, political, cultural etc.

Salient features of the medieval period	Major Understandings
(1) Feudalism in West Asia and Europe and march towards democracy.	The special features of the middle ages may be cited as 'The development of Feudalism' in Europe.
(2) Economic relations	There were significant developments during the middle ages in the political, social and cultural life of the Asian people.
(3) Trade and Commerce	The changes in Asia had a far-reaching influence on history.
(4) Influence of the developedments in West Asia during Medieval ages on India.	

Unit 2 : India from 800 A.D. to 1200 A.D.

(1) This period witnessed the emergence of regional states and their culture.

(2) The change-over from Ancient age to Middle age.

S.No. 1	Units 2	Learning Outcomes 3
(1)	Brief survey of following small states - Rashtrakuta, chola, Pandava, Yadava, Gurjar, Rajput, Pal, Hoisal, Pratihara	A number of small states emerged and fought against one another during this period.
(2)	Social Change Proliferation of castes.	Complexity of castes and sub-castes and the increasing tension among them.

(3)	The emergence of temples as an important social institution.	The influence of the coming of the muslims on the Indian Life practices.
(4)	The importance of the village in socio-economic life The village system Guilds of Trade and Artisans.	The evil effects of internal fights on the agriculture and on the life of the contemporary people.
(5)	Rise and growth of literature in regional languages.	The growth of new art in the different parts of the country.
(6)	Invasion of Turks in North India.	This period witnessed the birth of new languages and literature in these languages.

Unit 3 - India from the early 13th to early 16th Century.

Sub Unit (1) The impact of Turkish Invasion on the history of India.

(2) The birth of a new culture during this period.

S.No. 1	Units 2	Major Understandings 3
(1)	The establishment of the Sultanate of Delhi and territorial expansion and decline.	The Turkish Sultans brought the larger area of North India and some area of South India, under unified rule.
(2)	Administration under the Sultanate	The administrative system of Turks was a combination of Persian, Turkish and Indian administrative systems.
(3)	Bahmani and Vijayanagar Kingdoms - their conflicts	
(4)	Developments in society and economy -	
	(a) System of production	This period witnessed the new Urban life.
	(b) Social and Economic conditions of the people.	

	(c) International trade - Expansion of trade with Europe and China.	The relations between foreign culture and the Indian culture got strengthened.
(5)	Developments in Culture	The development of Prakrit languages and of literature in these languages.
	(a) Evolution of composite Art and Architecture.	The development of new art and sculpture as a result of the association of Arabs, Turks and the Persians.
	(b) Tombs, Mosques, temples, Forts, Bronze sculpture.	The fusion of different cultures is the special feature of this period.
	(c) The rise of Bhakti and Sufi sects - Religious movements in Andhra Pradesh, Karnatak and Maharashtra.	The influence of the Bhakti and Sufi sects resulted in developing brotherhood among the people.

Unit - 4 Advent of Europeans in India.

Many European nations came to India for Trade and Comerce and discovery of new sea routes for coming to India.

S.No. 1	Units 2	Major Understandings 3
(1)	Developments in Europe, Renaissance - voyages of discovery, trade routes	This period witnessed basic socio-economic changes in Europe culminating in the age of European Renaissance.
(2)	Beginning of Trade of various articles between India and Europe. Coming of Portughese and establishment of European factories in India.	In order to discover new lands there was a discovery of sea route resulting in trade relation of Europe with different countries of the world including India and the Establishment of the European settlements in India.

Unit - 5 India under the Mughals

(1) The Mughals brought a big area of India under their control and established a centralized system of government.

(2) The Mughal period witnessed the development of a composite culture.

S.No. 1	Units 2	Major Understandings 3
(1)	The Advent of Mughals from Central Asia in India and clash with Afghans.	The effect of the events in Central Asia was the entry of the Mughal in India and their long lasting effects on the Indian history.
(2)	The expansion of the Mughal Empire Akbar to Aurangzeb.	Almost entire India was under the unified imperial rule of the Mughals.
(3)	Administration - Army, Manasabdars, Revenue system, justice, contribution of Shershah, in these spheres.	The Mughals started the system of centralized (Monarchical) Administration.
(4)	Religious policy of the Mughals - Akbar's Din-i-Ilahi	The unified Mughal empire brought about a relative stability in India.
(5)	Social and Economic conditions	The development of the composite culture in India as a result of the Mughal empire.
(6)	Development of art, literature and architecture.	
(7)	Causes of the decline of the Mughals : Political, Social and Econpmic.	
(8)	Rise of Sikh power : Teaching of Guru Nanak, Guru Govind Singh.	

Unit 6 - The rise and growth of the Maratha power.

This period witnessed the establishment of Maratha Swaraj in the South and its expansion in India.

S.No. 1	Units 2	Major Understandings 3
(1)	The conditions in Maharashtra in the period before Shivaji.	Maharashtra during Shivaji's rule - The struggle of Shivaji Maharaj against injustice and coersion social awakening.

(2) The swaraj period 1630 A.D. to 1713 A.D.	
(a) Establishment of Swaraj	The establishment of Swaraj under the influential leadership of Shivaji Maharaj.
(b) The administration of Shivaji Maharaj.	The welfare state of Shivaji Maharaj.
(c) The Maratha war of Independence.	The rise of the Maratha power as a strong rule.
(3) The expansion of Maratha power :	
(a) Bajirao I	
(b) Third battle of Panipat	
(c) Shinde-Holkars and Bhosles of Nagpur.	

Std. : VIII

India and the Modern World

Unit 1 - Modern India

The events in the outside world had considerable impact on India.

S.No. 1	Units 2	Learning Outcomes 3
		Major Understandings
(1)	Beginning of Modern age in Europe - mercantilism and colonialism - economic exploitation of colonies.	The European countries established their colonies in the world and continued exploiting them. As a result capitalism came into existence.
(2)	The rise of capitalism - The Industrial revolution - The rise of Imperialism - Major principles relating to revolutions in England, America and France. Opposition to Feudalism, humanism, democracy and socialism.	The need for large scale production and research resulted in the Industrial revolution.
(3)	The coming of Europeans to India, early activities, mutual conflicts, local resistance to European powers	The economic and social trends in Europe put an end to Feudalism. These events had far reaching effects on the world history. The political rivalries between various Indian states and progressive ideas in social, economic and technological spheres in the contemporary Europe helped some European states to establish their stronghold in India. The British power emerged as the most dominant among them. The progress in some of the countries had great impact on the whole world in the modern history resulting in the emergence of new era.

Unit 2 - The growth and impact of British Rule in India.

(1) The mutual conflicts between the Indian Kings and the absence of political unity facilitated the growth of British power in India.

(2) The British rule deeply influenced the economic and social life of the Indian people.

S.No. 1	Units 2	Major Understandings 3
(1)	The establishment of British power in Bengal	The internal conflicts between Indian Kings facilitated the expansion of the British powers.
(2)	Expansion of British Power (a) in the south - Marathas, Hider and Tippu (b) in the North - Avadh and Sikhs	The Britishers established a new administrative system for establishing firmly their rule and for exploiting the Indian people.
(3)	The British Administration (a) General administration (b) The revenue and judicial systems.	The economic and administrative policy sponsored by the British rule led to the disruption of Indian agriculture and to the decline of India's traditional industries.
4)	The impact of British rule on India. (a) Impact on village economy (b) Decline of rural trade and industry (c) Beginning of new system of education. (d) Transport and communications.	The British rule led to the economic impoverishment of the Indian people.

Unit 3 - Revolts against British Rule.

The opposition from Indians to British rule since its beginning.

S.No. 1	Units 2	Major Understandings 3
(1)	Early revolts against British rule in different parts of the country. The revolt of the Bhills, Gadkaris, Umaji Naik, etc.	The expansion of British power in India was accompanied by growing resistence in different parts of India.

(2)	Revolt of 1857 - its causes, extent, nature and consequences	The growing discontent among the Indians against the British rule led to the revolt of 1857. The failure of the Revolt of 1857 brought about a change in the British political policy.

Unit 4 - The Political, Social and Economic changes during 1858 to 1947

Social and Economic changes gave rise to nationalism and sense of unit.

S.No. 1	Units 2	Major Understandings 3
(1)	British Policy after 1858 - British Empire & Princely States.	The British utilised the services of the Indian Princely States in order to expand and preserve their empire.
(2)	Economic life, Agriculture - commercial crops, Improerishment of the peasantry-Rural indebtedness. Finances Development of Irrigation (through canals and Transport Railway Beginning of modern industries Trade Nature of Industrial development - Economic condition of the Indian people, Emergence of New classes in Indian society	As a result of the economic policy of the British, the Indian Agriculturist had to face poverty and famines. Inspite of the beginning and development of new industries, conditions in India were not satisfactory.
(3)	Social and religious reform movements and cultural awakening-rise of new social classes, education - its nature and influence on social and religious reform movement, Raja Ram Mohan Roy (Brahmo Samaj), Ishwarchandra Vidyasagar-Prarthana Samaj - Arya Samaj - Ramkrishna mission, Sir Sayyid Ahmed,	The British policies were not congenial to the economic development of India. As a result it was neither independent nor balanced, economy. The modern Industrial developement gave rise to a new social class which played an important role in the struggle for independence.

	Satya Shodak Samaj - Jyotirao Phule, Shri Narayan Gur, Singh Sabha movement, Cultural awakening, Veerasalingam, Role of news papers, literature, art and science.	Though education in India spread in a limited way it brought Indians in contact with new ideas and helped in the development of national awareness among the people. The social-religious movement spread in all sections of people which gave rise to modernisation and social developments and further strengthened the national consciousness. The economic, social changes and national reforms facilitated the growth of national awareness - National feeling developed through literature, arts and printing technology.

Unit 5 - Indian Freedom Struggle

(1) The discontent created by the British economic and political policies and the spread of national consciousness among the people led to the emergence of Indian Freedom Struggle.

(2) India achieved freedom as a result of great sacrifice of the people from all sections of the society.

S.No. 1	Units 2	Major Understandings 3
(1)	Emergence of Indian nationalism-factors and forces-political associations - Formation of Indian National Congress - Main demands and methods of struggle in the early, phase (1885 to 1905)	As the British policies were against the interests of the Indian people, the Indian National movement opposed them.

(2)	Armed Revolutionary movement from 1905 to 1918 - rise of extremism, partition of Bengal, Boycott and Swadeshi movement, Swaraj as the main objective - British policy to divide and rule Revolutionary movements in India and abroad, Ghadar, Home Rule Movement - Lucknow pact.	In the initial stage, the Indian National movement asked for the reforms through constitutional means. Under the leadership of Gandhiji, the Indian Freedom Movement became a mass movement. In this freedom movement, people from all social sections and from all religions and castes got united.
(3)	Beginning of Anti Capitalist mass movement, Emergence of Gandhiji and his impact - consequences of the first world war on India - repressive measures - Jallianwala Baug massacre - Khilafat movement and Non co-operation movement - New methods of struggle - Role of peasants and workers - Participation of women - suspension of movement - Constructive programme and Swaraj Party.	The revolutionaries played an important role in inculcating a spirit of pride for the country among the Indian people. As a result of the influence of the socialists, the freedom struggle no longer remained a mere political movement but developed into a movement for economic and social re-organisation. The movement of the people from different princely states of the country was very much a part of the Indian freedom movement.
(4)	Savarkar and his comrades - Arvind Ghosh and his revolutionary movement (Bengal and Maharashtra) Revolutionary movement, revival of revolutionary activities in 1920 - Baghat Singh Assessment of the role of revolution movements, the contribution of women.	The Indian freedom struggle was a secular movement. The Indian freedom movement was similar to the freedom movements of the people fighting against the tyrany in the northern countries outside India.
(5)	Civil disobedience movement adoption of demand for complete	

independence. Simon commission and the revival of the mass movement - Dandi March - Regression to break the Civil disobedience movement Round Table conference - resumption of civil disobedience movement main features and trends in the movement.

(6) Communalism and freedom movement, movement of the depressed classes, the contribution of the Dr.Ambedkar, Ideas of the socialist movements and depressed, classes - workers' and peasants' movements - freedom movement in the princely states.

(7) Govt. of India Act of 1935, Provincial Ministries.

(8) Indian Freedom movement during the period of the Second World War, Individual Satyagraha, Cripps mission, Quit India Movement, Azad Hind Fauj, parallel Govt. The mutiny of the Navy.

(9) Demand for Pakistan-Cabinet Mission - Interim Govt. and constituent assembly - Partition and Independence, Framing the constitution, integration of princely states, liberation of French and Portuguese possessions.

Note : The role of individual leaders may be mentioned in relation to specific movements and events.

CIVICS & ADMINISTRATION

Std. : VI to VIII

Objectives of Upper Primary Stage

1) To provide the student with intelligent understanding of the citizenship and various social responsibilities;
2) To help the student understand our Constitution and the values unshrined in it;
3) To acquaint the student with the machinery of the government at different levels;
4) To make the student conscious of the contemporary social and economic problems and issues, instilling in him, thereby a positive ability to face them effectively;
5) To promote a feeling of Indianness among students;
6) To help the students to identify with the people and their institutions;
7) To inculcate in the students the awareness about the necessity of the values of democracy, non-alignment national integration and international peace and understanding.

Std. VI

Unit 1 - Civic life in the community - Development of the community.

S.No. 1	Units 2	Major Understandings 3
1)	Meaning of civic life in relation to home and school.	The home and the school are the initial areas in nurturing civic virtues.
2)	Village community - (a) its changing face (b) our economic life and cooperation, role of cooperatives in the development of the community.	The rural community is changing in spite of combaling several difficulties. The objectives of cooperative movement is self dependence of each individual and development of cooperative spirit in each section of the society.

3)	Programmes of economic and social development with emphasis on development, working of community development blocks. Social and economic development programme with emphasis on human resource development, working of the community development blocks.	Cooperative societies encourage community thinking and collective work. The object of cooperative programme is to improve the economic and social standard of living.

Unit 2 - Local Self Government - Rural Sector

S.No. 1	Units 2	Major Understandings 3
1)	Need for local self Govt. - health, sanitation, education, recreation, special problems of rural areas and their solutions.	The local people and their representatives can best explain the local problems.
2)	Local self Govt. in rural areas, Gram panchayat, Panchayat Samiti, Zilla Parishad, their composition, functions sources of income, their basic democrative nature.	The local Govt. is the basic unit for solving the local problems. The lessons of democracy are learnt through the local self Government.
	(Note : (While teaching the above units, the suitable examples from the local self Govt. in Maharashtra should be selected.)	When each individual knows his responsibility and acts accordingly, then only the local self-Govt. functions successfully. Its success depends on the responsible behaviour of each person.

Unit 3 - Local Self Government - Urban Sector

S.No. 1	Units 2	Major Understandings 3
1)	Local Govt. in Urban areas : Municipality, Corporation.	The problems of urban local district administration are different from those of rural local administration.

2)	The structure and functions of urban local Govt., sources of income, elections, special problems of urban areas.	The local people and their representatives can best solve the local problems.
3)	The duties of the people to help these institutions, wise choice of representatives, cooperation, paying taxes, taking and sharing all such responsibilities.	The local self bodies are the main administrative units to solve the local problems of the people. The nature of democracy is truly understood through the local self govt.
	Note : This unit may be studied with special reference to the existing local Govt. in respective local areas.	When each individual knows his responsibility and acts accordingly, then only the work of the local self body is successful. Its success depends on the responsible behaviour of each person.

Unit 4 - District Administration

S.No. 1	Units 2	Major Understandings 3
1)	Law and order, Land development and Revenue system, police, administration of jails.	The District administration maintains peace and order in the district and provides civic amenities for urban people for happy life.
2)	Maintenance of civil amenities, developmental functions.	The District administration supports the local Self bodies and its developmental programmes.
3)	Judicial administration	The District administration is a link between the people and State administration.

Unit 5 - Preservation of Property of the Community

S.No. 1	Units 2	Major Understandings 3
1)	Public property in the locality - Panchayat office, village ponds, trees, village wells, school library, hospitals, parks, Museum, post-office, roads, electric poles, railways, public transport, bus, public telephone booths, etc.	Public property belongs to all. It is meant for the welfare of the people.
2)	The utility of above-mentioned things to the people, their benefits, education and comforts.	Misuse and damage of such public property is a loss to everybody.
3)	Need for their preservation, public money spent, for that purpose, fine imposed on all if misused, collective sharing of public property, nature and pattern of individual and collective suffering in the absence of public property.	We should utilise and preserve the public property with proper care.
4)	Care of historical monuments, historical evidence, national wealth, special efforts for their preservation.	Historical monuments are the evidence of our great tradition and culture and hence we should preserve them with special care.

Unit 6 - Project Work - Each student should take up one project from the subjects given above.

Std. VII

Unit 1 - Our Constitution and its Features.

S.No. 1	Units 2	Major Understandings 3
1)	Making of our constitution, prepared by the people's representatives.	Participation of people representing different castes, creeds and regions in the framing of our constitution.
2)	Some basic values enshrined in the Indian constitution, Democracy, Equality, Religious freedom, etc.	The values and objectives of our freedom struggle have been reflected in the Indian constitution.
3)	Central Govt. and State Govts., Three lists - Union, State and Concurrent.	Constitution is an instrument of social transformation. The Indian constitution has established democratic administration at all levels.
4)	Fundamental rights and Fundamental duties mentioned in the constitution, directive principles of state policy.	Our constitution has delegated supreme rights to people and their representatives.
5)	Indian citizenship	Our constitution has delegated sovereign authority to the people. The object of constitution is to make efforts for the welfare of the people. Our constitution has delegated the fundamental rights to all. The object is to raise the living standard of the people. Every citizen has to perform the fundamental duties. The constitution includes the suggestion that the central and the state Govt. should carry out programmes in the interest of the people of the country, especially the weaker sections. The truly ideal citizen is one who maintains a balance between rights and duties.

Unit 2 - Law-making process

S.No. 1	Units 2	Major Understandings 3
1)	Parliament : Loksabha and Rajya Sabha, their composition & functions.	The Central Govt. functions and carry out its duties through its various organs.
2)	State Legislature - its composition and functions.	Our government is based on the parliamentary system. Parliament is the supreme body to make laws.
3)	How laws are made.	

Unit 3 - Executing Law

S.No. 1	Units 2	Major Understandings 3
1)	President, Prime Minister and the council of Ministers and their functions.	The President is the elected head of the federal republic.
2)	Governor, Chief Minister and the Council of Ministers, their functions.	The Prime Minister and his Council of Ministers are responsible to the Parliament. The State executive Council is responsible to the State legislature.

Unit 4 - Interpreting Law :

S.No. 1	Units 2	Major Understandings 3
1)	Single Judicial system of the country - Supreme court, High courts, Sub-ordinate courts, their composition and jurisdiction.	Our country has only one Central judicial system to interprete the law. The Supreme Court is the highest judicial body in the country. The Supreme court protects the fundamental rights of the citizen and also safeguards the constitution. The judiciary in the state is the part and parcel of the central juridicial system. Uniform procedure in respect to equality and justice is followed throughout the country.

Unit - 5 - Project - Each student should take up one project from the above subjects.

Std. VIII

Independent India - Achievements & Challenges

Unit 1 - Our National Goals

S.No. 1	Units 2	Learning Outcomes 3
		Major Understandings
1)	Democracy, Socialism, Secularism, National Integration and International Understanding.	India, since independence, is aiming at the development of a new improved social order based on economic, social and political justice. Our new social structure is based on democracy, secularism, socialism, National integration and International understanding.

Unit 2 - Strengthening our democracy

	Qualities of Citizeship essential for democracy	Major Understandings
1)	Wide information, freedom of the press and mass media, their proper use discipline in public life, observance of legitimate means in public behaviour and adjuring violence.	For the success of the democracy all citizens should willingly participate in the public life.
2)	Necessity of social and economic reconstruction for the success of democracy.	The new social order requires changes not only in economic and social conditions, but also in social values and attitudes of the people.

Unit 3 - Our social problems

S.No. 1	Units 2	Major Understandings 3
1)	Indian society - Rural and Urban	The new social order requires changes not only in economic and social conditions, but also in social values and attitudes of the people.

2)	Social problems and their solution Govt. and voluntary efforts - a) illiteracy b) special problems relating to the scheduled castes, and social tribes c) status of women d) society and the child - rights of the children. e) Anti-social practices.	There are certain practices in the society which are detrimental to the social order. It is necessary to have willing efforts of the Govt. and the people in order to effect changes in the social order and in implementing the expected social changes. The present social problems can only be solved through the efforts and cooperation of the citizens themselves.

Unit 4 - Our economic problems.

S.No. 1	Units 2	Major Understandings 3
1)	Some major Economic problems a) poverty and unemployment b) price rise c) population growth	After independence our country is mainly engaged in finding solution to economic problems.
2)	Planned economic development for self-reliance and social justice, five years plan	India today faces many economic problems. It is necessary to overcome these economic problems in the interest of the economic development and stability of the country. Poverty and unemployment are the basic hurdles in our economic progress. There is a population growth on one hand and decline in the death rate in comparison with the birth rate, on the other hand. Our production capacity is not commensurate with the population growth. This has adversely affected

		our developmental programmes and has not improved our standard of living. Increased production in agricultural, industrial and household sectors is essential to solve our economic problems.

Unit 5 - National integration

S.No. 1	Units 2	Major Understandings 3
1)	Forces hampering the growth of National Unity - Communalism, Linguism and Casteism	The National integration is endangered by the regional and communal forces.
2)	Forces promoting national unity - Indian constitution and values enshrined in it, national symbols and national festivals, cultural unity, economic development, regional inter-dependence etc.	It is necessary to be conscious for fighting against these disintegrating forces and make our country strong. The national unity is essential for preservation of the country's independence and for its progress.

Unit - 6 Indian Defence System

S.No. 1	Units 2	Major Understandings 3
1)	Our Armed Forces, their role in times of peace and war.	For Peace and development in the country, the National Defence is essential.
2)	Second line of defence - Territorial Army, Border Security Force, NCC	For the preservation of the country's freedom, strong Defence force is very essential.
3)	The citizen and the defence	It is a responsibility of each citizen to preserve National Defence.

Unit 7 - India and the World

S.No. 1	Units 2	Major Understandings 3
1)	The United Nations (U.N.O.) its organisation, general functions, other important agencies such as UNESCO, WHO (World Health Organisation) UNICEF, I.L.O. (International Labour Organisation), F.A.O. (Food & Agricultural Organisation)	Peace and international co-existence are essential today for the survival of the whole world. The world peace is dependent on mutual understanding and co-operation between the Nations.
2)	India's Foreign policy. India's Policy of Non-alignment, Friendship with all	The United Nations is an international organisation and its objectives are as under: a) To settle peacefully the issues of differences between the nations. b) To improve social and economic conditions of the people of the world. The foreign policy of India is based on her faith in principles of international co-operation and peaceful co-existence. India believes in the necessity of UNO and participates actively in its working.

Unit 8 - World problems (Broad outline)

A) Human Rights

S.No. 1	Units 2	Major Understandings 3
1)	Meaning of Human Rights	Human rights - Humanity is the one inspite of differences in sex, race, language or religion.

2)	The constitution of India and the Universal Declaration of Human Rights..	The Charter of Human Rights shows concern for the human rights of all sections of the humanity.
3)	a) Apartheid b) Problems of human rights.	Almost all important human rights are included in the Indian constitution. Denial of human rights by South Africa to its people is a crime against humanity and should, therefore, be condemned everywhere.

B) Arms Race

1)	The arms race and danger of nuclear wars.	Arms race, especially nuclear warfare are very dangerous to the world.
2)	Arms race and the human rights, their inter-relationship	The arms race directly affects the social and economic development and therefore it is directly related to human rights.

Unit 9 - Project :- Each student should take up one project on any of the above topics.

ENVIRONMENTAL STUDIES - GEOGRAPHY

In general the syllabus of geography includes the study of Astronomy, Physical Geography, Regional Geography and practical and observational Geography. The study of geography starts from Std. III with the introduction of district, that of the Maharashtra State for Std. IV, general introduction of India for Std. V, neighbouring countries of India for Std. VI, general study of the continents in the Southern hemisphere for Std. VII and that of the continents in the northern hemisphere for Std. VIII. In this way the area of students' environment is gradually widened from the study of their district to that of the world.

The concept of teaching geography involves developing geographical attitude among students by making use of geographical conditions to raise the standard of living. In order to develop this view point observation, information about geographical phenomena and comparative study of the natural regions of the world have been included in this syllabus. It is expected that the study of geography will make the students aware of the mutual relationship between man and nature. In order to make his life happy and prosperous man brings about changes in nature, using his intelligence, efforts and skill. However, natural calamities such as cyclones, floods and earthquakes devastate and ruin his life. The study of geography aims at creating in man a determination to overcome such calamities. Keeping in mind the importance of the oceans in human life, the study of oceanography is also included in this syllabus. Another objective of learning this subject is to have an idea as to how human life is related to it's respective geographical conditions and how man adopts himself to adverse circumstances. Simultaneously it is expected to create an integrated view about the life style of people living in various kinds of geographical environments.

The local resources cannot fulfil all our needs because of the growing population and the limited means of production. Hence the exchange starts. This helps to reinforce the concept of interdependence. It is necessary to make the children aware of the problems created by the growing population, as regards to the basic necessities of life.

In order to encourage the students to make use of maps, map-reading and map filling have been included under the unit "Practical". Some activities suggested under the unit 'Observation' are meant to motivate the observation power of students.

Geography is not meant only for class teaching. It is essential to teach it by establishing affinity with nature so that the students get an idea of geographical phenomena.

OBJECTIVES OF GEOGRAPHY

(for Std. VI to VIII)

1) To understand the effect of different elements in physical environment on man's way of living.

2) To know how man tries to fulfil his needs by making maximum use of the natural gifts available in the surroundings.

3) To know that man tries to raise his standard of living by making use of natural resources with the help of science and technology.

4) To understand the diversity in the ways of life in different parts of the world, and thus promote international understanding.

5) To create an awareness that man's actions have led to the deterioration of his environment (e.g. air pollution, water pollution, defrestation) and this has endangered the very existence of human life. To understand how wisely and discreetly one should use the natural wealth.

6) To know that people in the other parts of the world have utilized their natural resources for progress, that we Indians can learn from their experience and make proper use of our natural resources for development, that we can even increase our natural resources with the help of modern science and technology.

7) To know the location of different countries on the World map, and thereby to have an idea of (i) the international trade in major natural resources and (ii) the distribution of main economic productions.

8) To develop an ability to use the tools of geography such as maps, globes, atlases, charts and photographs, slides etc.

9) To organise excursions to obtain the first hand experience of observing nature as well as farming, industries, transport system etc., which are created by man.

10) To comprehend the results of various programmes undertaken to bring about development on local, national and global levels through international co-operation.

11) To understand the causal relationship in geography (facts and factors)

12) To gather information about various tools and methods used by our ancestors to acquire geographical knowledge.

GEOGRAPHY : Integrated Chart of the proposed syllabus.

Geography (Unit) (1)	Std VI (2)	Std VII (3)	Std VIII (4)
Regional	The continent of Asia-general introduction (except Russia) India's neighbours-special study-Pakistan, China; Bangla Desh, Nepal, Bhutan, Sri Lanka, Brahmadesh (Mynamar), Afghanistan.	Africa, Central and South America - general introduction - Brazil and Argentina - Special study.	General introduction to north America, Europe and European nations. Special study - Great Briton, France, Germany, Russia-geographical introduction. Polar regions - Arctic, Antarctica.
Physical	Lithosphere, hydrosphere, atmosphere - additional information.	Oceans - the ocean floor, relief features, salinity, movements, wealth (information)	Earthquakes, lithosphere, the earth's interior and the main types of rock. Volcanoes, atmospheric weathering, running water and other agents.
Astronomy	Locating the position of a place (point) with the help of latitudes and longitudes, Local time, Standard time.	The earth, the revolution of the earth and its effects, zones, seasons.	The universe galaxies, the stars, the sun, the moon, the phases of the moon, lunar eclipses, solar eclipses.

Geography (Unit) (1)	Std VI (2)	Std VII (3)	Std VIII (4)
Biogeography	The main natural regions of the world, global distribution of natural vegetation and animals, life of the people-Special study of the monsoon region.	Africa, Central and South America, Brazil, Australia, Argentina.	North America, Europe- Great Britain, France, Germany, Russia, Polar regions.
Practical Observation and Map Reading	Measurement of climate, Observation, keeping its record. The continent of Asia-map reading, Collection of the pictures and photographs depicting the pecularities of the life of the people.	Excursions in the surrounding region. The World map - Observation and reading. Acquaintance with life of the people, land forms, astronomical events and man-made projects through transparencies and films.	Observation of the sky. Observation of the World map, Visits to a planetorium, a mines, museums.

Std. : VI

S.No. 1	Units 2	Learning Outcome 3
1.	1.0) Asia-Countries and life of the people. (India's neighbours)	
	1.1) Introduction to the continent of Asia and the nations of Asia - The West, East, North and South Asia (countries, location, area, boundaries, relief features, climate, natural resources, economic progress, life of the people, population).	- Knows that Asia is the largest continent spread around the mountain ranges; showing extremely diverse physical features on a large scale. - Knows that there is diversity of climate and plant life in Asia. - Knows that the development and distribution of the resources of Asia have been unequal.
	1.2) India's neighbouring countries - special study of Pakistan, Bangla Desh, Nepal, Bhutan, Sri Lanka, Mynamar, Afghanistan and China - with reference to their relief features, climate, natural resources, economic condition, population, life of the people, occupations, major cities, power of the government.	- Knows that more than half of the World population lives in Asia, and that most of it is concentrated in the fertile valleys of the Southern and the eastern Asia. - Knows that the physical pecularities and the climate have greatly influenced the general life of the people in the continent, resulting in the dense population.
	1.3) Relations between India and her neighbours.	- Knows that several kinds of diversities and extremities are found in Asia. - Gathers geographical information about the neighbouring countries. - Shows those countries in the map of Asia.

S.No. 1	Units 2	Learning Outcome 3
		- Knows which commodities we import from those countries, and which ones we export. - Is aware of the cultural relations.
2.	2.0) Physical Geography. 2.1) Lithosphere - introduction of the main landforms of the world and their peculiarities. (i) The mountaineous regions. (ii) The plateau regions. (iii) The plains. 2.2) Atmosphere - air - elements of weather - temperature, rain, pressure of air. Methods of measuring the components of weather. Changes in the Climate. 2.3) Hydrosphere - oceans, gulfs straits. 2.4) General description of the global distribution of natural vegetation and animals.	- Knows how various landforms are formed. - Knows the properties of air, and different components of Climate. - Knows the properties of oceanic water. - Knows about varieties of plant and animal wealth on the earth, and their importance.
3.	The main natural regions of the World - their distribution. 3.1) The major natural regions of the world- the study of their climate, natural vegetation, animals and life of the people. Regions- Tundra, Taiga, West European, grasslands of the Temperate Zone, Mediteranean, hot	- Knows which are the main natural regions of the world. - Understands the differences as regards to climate, plants and life of the people among these natural regions.

S.No. 1	Units 2	Learning Outcome 3
		deserts, Sudan type (Savana) Monsoon type and Equatorial region of dense forests.
	3.2) The monsoon regions of the world - location, area, climatic pecularities, plants, animals, crops, life of the people.	- Gathers information about the monsoon regions of the world.
4.	Location of a place (position) on the land surface, using the map.	
	4.1) Locating the position of a place on the earth with the help of latitudes and longitudes.	- Knows that the globe is a small model of the earth. Shows any place on the earth on the globe, with the help of latitudes and longitudes.
	4.2) Local Time and Standard Time.	- Knows the difference between the local time and the standard time.
5.	Practical observation and Map Reading.	1) Makes use of different instruments for measuring climate. 2) Keeps records of the temperature and his observation regarding the climate. 3) Reads the map of the continent of Asia. 4) Prepares a relief model of the Satya-Sahyadri on the coastal region of Maharashtra. 5) Collects the pictures and photographs depicting the peculiarities of the life of people in Asia.

Std.VII

S.No. 1	Units 2	Learning Outcome 3
1.	Regional geography - Africa-land and the life of people.	
	1.1) Broad introduction to the continent of Africa and the acquaintance with the following countries land, climate, plant and animal life, natural resources, life of the people.	- Knows that Africa is the second largest continent after Asia.
	1.2) Study of the life of people living in Zare and Tanzania, the equitorial countries.	- Knows that most of the land surface of Africa is covered by high plateaus, extending upto the seashores.
	1.3) Study of the life of people in Ghana and Nigeria - the region of the Sudan type tropical grassland.	- Knows that comparatively the continent of Africa covers a larger portion of land in the tropical belt and that the climatic Zones and the vegetation belts in Africa are spread almost equally extensively and more or less parallel to the equator in both the hemispheres.
	1.4) Study of Egypt (the United Arab Republic), a developed nation in the Nile basin in the desert of Sahara.	
	1.5) Study of the life of people living in the grasslands of South Africa and the region having mediterranean type of climate.	- Knows that Africa is rich in water and mineral resources. - Knows that broadly speaking except for the delta region of the Nile Valley and Nigeria, rest of the continent of Africa is sparsely populated.

S.No. 1	Units 2	Learning Outcome 3
		- Knows that most of the African countries have become independent only recently. - Understands that South Africa represents the last phase of Colonialism and Apartheid.
2.	The Central and South America - the study of the land, and the life of people.	
	2.1) General introduction to the Central and the Southern parts of the continent of America - the land, climate, wild animals and plant life, natural resources, life of the people.	- Knows the characteristic features of the central and southern America. - Is aware of the effects of the western mountain ranges on the climate.
	2.2) Special study of Brazil (the equatorial region of dense forests) and Argentina (Pampas) with reference to the points under unit 2.1	- Knows the characteristic features of natural vegetation in these regions. - Knows that central and south America is rich in natural resources. - Knows that major part of the central and south America is sparsely populated, and that most of the population is concentrated along the eastern coast. Knows that the transport by air- routes and sea routes has gained importance due to the extremely difficult and troublesome land routes.
3.	Australia - land life of the people.	

S.No. 1	Units 2	Learning Outcome 3
	3.1) General introduction to the continent of Australia - a vast expanse of land, climate, flora and fauna (vegetation and animal life) natural resources.	- Knows that Australia is a large continental size island. - Knows that one does not feel much difference in the undulation of land in Australia.
	3.2) A large central desert, the northern forests, the southern coastal regions of mediterranean type of climate, the European settlements and their life, economic progress, main cities, primitive tribes (aborigines) and their life.	- has the information about various peculiars plants and animals found in this continent. - Knows that wherever possible people have made a large scale use of the land for farming, sheep rearing and mining and yet a significantly vast area still remains fallow. - Knows that Australia is one of the industrialized nations. - Knows that Australia is a land of sparse population and the people's standard of living is high.
4.	Oceans.	
	4.1) Introduction to submarine relief features (global level)	- Knows the importance of oceans and their relevance for human life.
	4.2) Salinity of Sea Water	- Recognizes a variety of plants and animals of different regions.
	4.3) Movements of Oceanic water - tides, ebbs, ocean currents.	
	4.4) Oceanic wealth - acquatic animals, minerals, acquatic plants, conches, sheels etc.	

S.No. 1	Units 2	Learning Outcome 3
5.	The Revolution of the earth and its effects.	
	5.1) The Zones - The revolution of the earth, zones, thermal belts, pressure belts, winds.	- Knows the effects of the Earth's revolution.
	5.2 Seasons - Inclination of the Sun's rays, Vertical and Oblique. The changing duration of the length of day, and the period during which the sun apparently moves through one sign of zodiac 'Uttarayan' 'Dakshinayan' (appraent movement of the sun to the north and south) Equinoxes, Solstices seasons - Summer, Winter.	
6.	Observation and map reading.	Notes : 1) Goes on an excursion to small villages and hamlets, studies the geographical conditions and life of the people there, and keeps record of the same. 2) Observes the map of the world, reads it. 3) Gets acquainted with the land forms, geographical diversities, uses of map, astronomical events, man - made projects and the characteristic features of different people's lives, with the help of educational films and slides.

Std. VIII

S.No. 1	Units 2	Learning Outcome 3
1.	North America - land and life of the people.	
	1.1) Geographical study of the continent of America, land, climate, vegetation and animal life, natural resources, life of the people.	- Knows that north America is one of the advanced continents. - Knows that climate and relief features of this continent are quite diverse.
	1.2) Special study - Canada, United States and the Oceanic islands in the Atlantic (with reference to the points under unit 1.1)	- Knows that people in these regions have made good use of their natural resources as well as various other means and equipments for their development and progress. - Knows that compared to Asia and Europe, the north America has sparse population and therefore the standard of life has been automatically very high.
2.	Europe - land and life of the people.	
	2.1) Geographical introduction - to the continent of Europe, land, climate, vegetation and wild life, natural resources, life of the people.	- Knows that Europe has developed and progressed especially because of its location and size.
	2.2) General introduction to the European countries - Great Britain, France, Germany. (with reference to the points under unit 2.1)	- Knows that the continent of Europe has various land forms. - Knows that Europeans have made progress because of the climate, rich mineral deposits and agricultural implements.

S.No. 1	Units 2	Learning Outcome 3
		- Knows that with the growth of human settlements, natural vegetation in some parts is being destroyed.
3.	Russia - land and life of the people.	
	3.1) Russia - geographical introduction - land, climate, vegetation and wild life, natural resources, life of the people.	- Knows that Russia is the largest country spread over both the continents of Asia and Europe. - Is familiar with the extreme climate and various kinds of natural vegetation in Russia.
	3.2) Economic Development - Agricultural and industrial region and progress of the Russian land that lies in Europe.	- Knows that in terms of various kinds of natural resources, Russia is a rich country in the world. - Knows that after the revolution of 1917, Russia has made tremendous progress in agriculture, industries, Science and technology.
4.	Polar regions - Arctic and Antarctic.	
	4.1) A brief introduction to polars regions - Oceanic land, animals, climate.	- Knows that the completely snowbound region spread around the north pole is called the 'Arctic region, while Antarctica continent means the completely snowbound region around the south pole.

S.No. 1	Units 2	Learning Outcome 3
	4.2) Arctic - extent, exploration, growing importance, oceanic wealth, air-routes, the race for reaching the north pole.	- Knows that the Antarctica is the only continent on the earth which has no human settlement on account of the percennially snow covered region and hence an extremely cold climate.
	4.3) Antarctica - explorations, peculiarities of the land, animal life, growing importance, oceanic and mineral wealth, Indian expeditions.	- Knows that at present many more things are being discovered about this continent, with the help of advanced science and technology. - Knows that India is one of the few countries engaged in such explorations, and that with the help of modern technology she has taken up various kinds of research projects regarding Antarctica.
5.	Agents/Factors.	
	5.1) The earth's interior	- Knows that the surface of the earth is made up of various types of rocks.
	5.2) Main types of rocks.	
	5.3) The agents which bring about changes on the earth's surface a) Earthquakes and Volcanoes b) Atmospheric weathering c) Running waters d) Ground water e) Glaciers f) Winds g) Oceanic waves.	- Knows that even though the surface of the earth is cool, its interior is extremely hot. - Knows that even though a significantly large area on the earth is still and settled, there are earthquakes in some parts.

S.No. 1	Units 2	Learning Outcome 3
		- Gathers information that the earth's surface keeps changing constantly, and that these changes are brought about by the factors such as climate, running water, ground water, glaciers, winds and waves.
6.	Study of Astronomy.	
	6.1) General acquaintance with the universe, galaxies, the stars, comets, the sun, the moon etc.	- Knows the reasons beind the phenomena of the eclipses and phases of the moon.
	6.2) Information about Thumba and Shri Hari Kota.	
	6.3) The phases of the moon.	
	6.4) The Lunar and the Solar eclipses.	
7.	Practical Observation and Map reading.	
	7.1) Observation of the sky.	
	7.2) A visit to a museum, a planetarium or a mine.	
	7.3) Observation and reading of the world-map.	

SUBJECT - THE ARTS

Introduction :

This proposed curriculum of creative Arts has been kept flexible enough to incorporate modifications necessary for co-ordination. There is nothing extra-ordinary in such a curriculum. In fact the activities suggested under this programme are of the kind which the children automatically inherit as a part of their cultural or local milieu. There are several tribes who still preserve and nurture various traditional arts. These arts and traditions are the cultural heritage of different ethnic groups, and hence they all have been given their due weightage in this curriculum.

Four main aspects of art, mainly the Visual, Plastic, Applied and Performing Arts have been included in this curriculum. The activities in each of these fields have been graded according to the ability of the growing child to handle media as well as the material for creating an art-object. The curriculum has been designed in such a way that, as the child grows, the scope and extent of the activities would widen and their quality deepens; requiring greater understanding on the part of the pupils. This is done in order to motivate the child to sharpen his power of observation, creative thinking, self-expression and skills in handling tools and equipment.

While organising these activities the teacher should take into account the stage of children's mental growth, and should adopt a child-centred approach based on the method of free expression and guided activities. In order to infuse enthusiasm in children, and to gain their creative participation, the teachers will have to make use of several motivating devices. It is also very essential to create such an atmosphere in the classroom that children will feel encouraged to make innovative use of media and equipments in order to express their ideas and thoughts freely.

The activities and learning outcomes suggested in the curriculum are based on the NCPSE publication of NCERT. (Ref. 1-34/2-3-1/2-5-6). However the teachers are at full liberty to choose any activity concerning the needs of the children at a given time. The activities in all the fields of arts need to be organized frequently, and on an optional basis. It is suggested that ten per cent of the total time available for educational programme in the schools should be utilized for imparting creative experience to children. By and large there are 200k working days for schools in one academic year. This means 20 full days should be allotted for learning and teaching of this subject.

In other words 5 periods a week (each of 40 minutes) should be allotted to each class for this subject. It is expected that these five periods should

be utilized thoughtfully and appropriately so as to fulfil the objectives of 'Creative Arts'.

The old examination system has established one thing very clearly - that the students study only those subjects seriously which directly affect their results, percentage and promotion to the next class. One of the main objectives of the National Educational Policy is to give equal importance to all the subjects. In order to achieve this objective certain changes have been necessiated. This practical subject of Arts will be treated on par with other core subjects like Science, Mathematics, Languages etc. Examinations in Stds. V to VIII in this subject will be organized along with all other subjects, the marks obtained in it will be added to the total marks in other subjects; and due weightage will be given to them while promoting the students in accordance with the existing, norms and rules. Unless the students realize the importance of the marks in this subject they will not study it seriously, nor pay much attention to it.

From the view point of children's all round development, the subject 'Arts' has been given an important place in the new curriculum. The term 'Arts' implies all fine arts such as drawing, painting, sculpture, music, dance and drama. Hence this should be treated and taught as an integral-whole; especially at the primary level (Stds. I to VIII). Taking into consideration the intellectual, emotional, physical and social development of children; the teaching of this subject has been divided into the following three groups. The curriculum has been framed accordingly.

Group 1 : Std. I and II (Age group - 6 to 7 years) (Junior)

Group 2 : Std. III to V (Age group - 8 to 10 years) (Primary)

Group 3 : Std. VI to VIII (Age Group - 11 to 13 years) (Higher Primary)

The following general objectives should be kept in mind while teaching the subject on these levels :

Group 3 : Stds VI to VIII - Higher Primary

Specific Objectives :

1. To help children to enrich their knowledge and observation of the natural as well as the Social surrounding.
2. To help children (i) to use their own imagination and (ii) to develop their own concepts as well as expression by exploring and using different symbols, images and techniques of visual media.

3. To develop in them a sensitivity to design and arrange the subject matter in artistic way.

4. To help the child to develop his alround personality and build him as a social person in the harmony of our culture.

Curriculum

A-1 : Two Dimensional Design (Decoration). Activity and Equipment Material :

Material :

As suggested for Stds. I to V. In addition some other material should be provided for specific activities at this level e.g. to decorate geometrical shapes (figures) or the shapes of certain objects (a triangle, a square, a circle, a table-cloth, a fan, a saucer etc.)

Units for Decoration : From those sugested for Stds. I to V and/or other kinds of units created by children (e.g. the sun, a cloud, fish, waves, balloons, a kite, a top etc.)

A-2 : Other media - Print making and Collage

Print making :

Activity : As per A-1 above and to decorate giving other material suitable for print making. Units and Subjects for decoration - As under A-1.

Collage :

Activity : As per A-1 above and to decorate giving other material suitable for collage production. Children should also be encouraged to be innovative in using mixed media (A-1 and A-2)

AA-1 : Two Dimensional Pictorial Composition and Still Life.

Activity and Material : As suggested for Stds. I to V; two or three types of material and equipments should be given, and the children be allowed to handle them in various combinations.

Subject - 1 : Pictorial Composition - (1) To leave the description of an event incomplete and let the children imagine the rest of the happenings; to leave the recitation of a poem or paragraph incomplete and ask the children to complete it, using their own imagination. (2) a music concern (3) an unforgetable event in the school campus (4) assistance to handicap.

Subject - 2 : Still Life (only for Stds. VII and VIII)

To draw in various media a set/group of two or three attractive and coloured objects - either man made or natural.

AA-2 : Collage

Activity - As per AA-2 and other material suitable to collage method to be given.

Subject : By combined method of AA-1 and AA-2, the children should attempt to create an imaginary design/subject by combining the cuttings of printed pictures. Innovations in the use of mixed media should be encouraged.

E-1 : Three Dimensional Design Decoration

Activity-1 : Means and Material - As suggested for Stds. I to V. In addition, the material and equipment essential for engraving and/or relief work (for creating different shapes through relief work; creating textures).

Units : As suggested for Stds. I to V, and those new ones created through engraving and relief work.

Activity - 2 : Material - As suggested for Stds. I to V, and also the material and equipment essential for relief work engraving (production of shapes arising out of relief work, engraving and texturization).

Units - As suggested for Stds. I to V; and shapes arising out of relief work and engraving.

Activity-3 : Other media - material :

As suggested for Stds. I to V, and the following :

Used boxes of sweets and confectionary, discarded tins of powder and other utensils of plastic etc.

Units : As suggested for Stds. I to V. In addition use other material suitable for pasting/sticking on articles.

Activity - 4 : Activity and Material - Any material suitable for the given subject.

Subject : Novel samples of buntings, (Strings, chains, 'rakhis', hangings, colourful lanterns (Akash-kandil), buntings for doors ('toran'). Suggestive and expressive masks, embroidery on sack-cloth, applique work, patch-work of cloth etc.

E-2 : Three Dimensional Construction

Activity and Material : As suggested for Stds. I to V.

Subject : To be selected from among those given under AA-1

E-3 : Construction from other media.

Activity and Material : As suggested for Stds. I to V, and any other as required.

Subjects : Constructions resembling human beings and animals (reptiles, acquatic and others); vehicles (Aeroplane, boat, scooter, car, bus etc.) any other imaginary construction from the world of Fantasy.

Note : (1) Though the general outline of the curriculum is in accordance with the age-group, the lessons and activities for Stds. VII and VIII will gradually be at advancing level.

(2) For Std. VIII, the emphasis should mainly be on developing the skills.

For Std. VII

1. Emphasis should be on giving general information about the caves, cave-temples, temples, architecturally remarkable structures, art-museums and folk-arts (drawing and painting, sculpture, drama, dance) etc., from the district.

For Std. VIII

1. General acquaintance with the caves, cave-temples, temples, architecturally remarkable structures, art-museums and folk-arts (drawing and painting, sculpture, drama, dance) of Maharashtra Broad information about the renouned artists (from every field of fine arts) of Maharashtra.

DRAMA

Drama is regarded as an extremely eloquent means of man's first self manifestation, right from the inception of human civilization. The anthropologists studying the history of the aborigines living in the remote corners of the world, have to take cognizance of this explicit manifestation of their feelings. Therefore, this is a basic medium for teaching young children. For the same reason, dramatics is considered to be a very effective medium of learning. It is an important means of self-expression for man. Such self-expression can be either collective (group) or individual; and it is expected to contribute towards an all-round and balanced development of the child's personality.

In drama, the actors assume more importance than the audience, and therefore, as a means of education, the dramatic process is more important than the final performance. This is to say the child's power of imagination, understanding and expression should be given more importance in drama than using any other external equipment, or properties.

Higher Primary Stds. VI, VII and VIII

An awakening of a strong desire to work with a group in a disciplined manner, is a characteristic of this age group. Boys and girls of this age group show a remarkable curiosity in and about their actions, and the rationale behind these actions. While motivating the children to gather information about the fundamentals of dramatics, the teachers should channelize this natural awakening into a kind of conscious awareness of events in their surroundings. The following activities can be useful in achieving this end.

The objectives will be the same as given earlier. But gradually the individual activities may also be given due importance at this age.

1. To help the children to depict the following activities, characters etc., with the help of rhythmic movements, silent acting and word-music.

   (a) Playing games, swimming, boxing, acrobatics, boating etc.

   (b) an explorer, a doctor, a hunter.

   (c) Various festivals and festivities (celebrations).

2. Recitation of a poem with meaningful gestures and expressions.

3. (A game of) languages - games.

4. Character sketches - dramatization of roles and relationships inherent therein.

   e.g. people in various professions/ vocations and their relationships with each other - father-son, teacher-pupil, Seller-buyer, bus conductor-passenger etc.

5. Subjects for skits (dramatization) : a story, a news item, a bus stop, an accident, an event from history, an event reported in a news paper.
6. Skit : dramatization of an event without using any stage or stage property.
7. Children's plays.

DANCE

In Maharashtra, especially in the urban ethos, the art of dancing does not have the prestigious a place which it deserves. But in the rural area, more so in the tribal regions dancing forms an integral part of life. History tells us that the First Man shaped and manlfested his various feelings and emotions through the steps of dance. Even today the power of dance and music can bring the whole world together. It is observed that in most of the urban schools, only girls learn and take part in dancing. Boys do not participate at all. Therefore, all the three performing arts - Drama, Dance and Music - should be taught in schools as integral parts of one and the same subject (integral approach); Starting with folk-drama, folk-music and folk-dance. If this is done, the performing arts are likely to be more popular among students.

Once it is realized that the training in dance can help to make our movements more graceful and elegant, sportsmen and actors will be seen taking the benefit of this art.

Objectives :

1. To create a liking for rhythmic, harmonious and graceful movements.
2. To learn to gain control over one's own body as well as its different organs.
3. To inculcate the habit of correct body postures and proper movements.
4. To provide opportunities for developing creative talents.
5. To learn to make use of one's own surrounding (and whatever is available in it), for entertainment.
6. To develop the team-spirit, and help the cause of national integration by learning about the other dance forms in the country.

Higher Primary - Stds. VI, VII and VIII

Steps to the beats of 'Ghoongru', 'Kathi' (stick) and Lezim. Simple, easy folk-dances.

MUSIC

All find Arts are related to each other as well as with other school subjects. Music is related to languages, Physical Education and a few other subjects. Therefore, it should be taught with an integrated approach, so as to make it complementary to other subjects. And with this view various songs have

been included in the curriculum. While framing the curriculum at the primary level, three standard-wise groups are formed.

Group - 1 : Std. I to II Junior Primary.

Group - 2 : Std. III to V Primary

Group - 3 : Std. VI to VIII Higher Primary.

Group - 3 : Stds. VI, VII Higher Primary

Specific Objectives

1. To provide more opportunities for developing collective as well as individual skills.
2. To provide opportunities for leading various cultural functions, or for group leadership and thereby increase their sense of responsibility.
3. To help children to make their physical movements more elegant and graceful, more nâtural, more effective and more rhythmic.
4. To provide opportunities to keep beats (rhythmical tapping 'theka') with the help of tambourine, drum, triangle, cymbals, castanets ('chiplya'), 'ghoongru', rattles, 'dandia' sticks, 'tuntune' (a mono-string instrument) etc.
5. To give elementary information about the science of music.

Curriculum (Stds. VI and VII)

1. Prayer, 'Janaganamana', 'Vande Mataram'/ national anthems.
2. The song of the musical notes, folk-songs, marching songs, group songs.
3. Poems from the Readers/Text-books.
4. Songs in Vague (commonly sung) in the surroundings; or other songs.
5. Opera (with dance and action), Flag-Song, 'Natya-geet' (dramatic lyrics or songs inter-woven in a play).
6. Some Compulsory Songs : These songs are from the book 'SFOORTIGEETE', published by M.S. Bureau of Textbook production and Curriculum Research, Pune.

   (1) Sabke liye Khula Hai Mandir Ye Hamara

   (2) Sare Jahan Se Achha

   (3) Om Tat Sat
7. Information about 'Kerava' and 'Dadara' 'Taal' (rhythm measure of time in music). To keep time, to mark these 'taals' with hands and say the 'bol' (e.g. na dhin dhin dha).

Curriculum (Std. VIII) Higher Primary.

1. Prayer, National Anthem, Vande Mataram
2. Poems, folk-songs, devotional songs.
3. Any three other songs learnt by heart; two songs based on 'Ragas' (made of songs in Indian classical music)
4. Information about seven musical notes ('swaras') 'Tri taal' and 'Rupak taal'. To keep time, to mark these 'taals' with hands and say the 'bol'.
5. Information about the great contribution of late Pandit Vishnu Digambar Paluskar and late Pandit Vishnu Narayan Bhatkhande to the field of Indian Classical Music.
6. The following songs from the book 'SFOORTI GEETE'

   (1) Jayo-stute

   (2) Jai Jawan Jai Kisan

   (3) Jai Jai Jai Shivraya

   (4) Hamare Jawan

   (These Songs are from the book 'SFOORTIGEETE') published by the M.S. Bureau of Textbook Production and Curriculum Research, Pune)

Activities :

1. To prepare the children for participation in cultural programmes - in their neighbourhood and elsewhere.
2. To arrange Listening Sessions where children can listen to various songs by renowned singers, with the help of record and tapes.
3. To acquaint the children with various musical instruments, using the photographs, slides (transperancies) or educational films.
4. To use a particular insturment for a particular kind of song.
5. To collect songs related to different subjects/topics. To tell the students also to collect the same.

Given below are some examples of various kinds of songs, and the subjects incorporated in them :

(1) Prayer Songs, devotional songs - these may include 'Abhang', 'Bhajan', prayers, 'Shlokas', 'Aarati', songs about gods, etc.

(2) National Songs : Martial songs, Marching songs, songs associated with the Freedom Movement and Independence, flag-song, group-songs, songs and ballads composed on the lives of the great people.

(3) The National Anthem - Janaganamana

(4) Songs about Nature : Songs written about the sun, the moon, the stars, the earth, clouds the sky, rain, lightening, fruits, flowers, day, night, seasons etc.

(5) Action Songs (accompanying different activities) Songs related to hawkers, a snake - charmer, acrobats, men who entertain children with their games involving monkeys, bears, etc.

(6) Folk-songs : Songs about farmers, 'Katkari', fishermen, 'Bhilla' etc.

(7) Songs for social and cultural occasions such as picnics, functions, birthdays, festivals, etc.

(8) Nursery Rhymes - various subjects.

(9) Songs for the games - e.g. 'lezim'.

PHYSICAL EDUCATION & HEALTH EDUCATION

Introduction

In the syllabus for upper primary classes, items such as developmental exercises, athletics, recreative and major games, rthymic activities, yogic exercises, drill and gymnastics have been included.

Taking into consideration the effects of exercise on the different parts of the body of primary school children, efforts have been made to include activities such as running, throwing, jumping, simple gymnastics for Class VI so that they may develop better control and co-ordination in their movements.

Gymnastics help to develop resistance and ability in the children. Hence these have been included in the syllabus.

Alongwith Indian games, Cricket, Football, Volleyball and the like form a part of the syllabus so that children may derive joy and happiness through participation. For healthy growth and development of children, movements of the body are essential. The World Health Organisation has defined health as 'physical, mental and social development of a child for a happy co-ordinated life'. Body-mind unity is essential for the best health. Therefore Health Education forms a part of physical education. It is necessary that the status of a person's health should be of a high order alongwith that of his family, society and enviornment. Only then he can lead a happy life. The syllabus includes subjects such as health, body, food, water air, personal and environmental hygiene, Health Education also includes items such as growth and development, control over illness, safety, first-aid, home nursing and civil defence. The negligience of these items would result in adverse effect on the health of a person. Many of the aspects of health education are covered under environmental studies. However, health education forms an important part of physical education.

One tenth of the total periods in the time table should be devoted to lhealth and physical education.

Teachers trained in physical education are competent to teach the items given in the syllabus. Children have an inborn inclination for games. The syllabus has been framed with due consideration to this aspect.

PHYSICAL EDUCATION & HEALTH EDUCATION : Aims & Objectives :

(Std VI to VIII)

Aim of Physical Education : Children should develop physical, mental and emotional fitness through physical education. It should also develop in them personal and social qualities in such a way that he could lead a happy life in the future and will be an ideal citizen of the society.

Aim of Health Education : Children should know the value of good health and should develop healthy habits so that their status of health may be of a high order.

Objectives of Physical Education :

1) To develop physical fitness, fine sense organs and efficient organic systems.
2) To cultivate habits of engaging in appropriate exercises so that immediate and future needs are met.
3) To develop neuromuscular skills and promote the ability to perform work with ease and grace.
4) To develop attitude of co-operation, good sportsmanship and fair play.
5) To cultivate such traits of character as self-mastery, discipline, courage and confidence.
6) To develop spirit of patriotism, self sacrifice and service to others.
7) To prepare himself for making worthy use of leisure by acquiring knowledge of sports and games for the purpose of participating and appreciating and enjoying them.

Objectives of Health Education :

1) To become aware of the concept of health and factors influencing health.
2) To develop awareness of common health problems and seek help from teachers and parents to solve them.
3) To develop healthy habits relating to personal and environmental cleanliness, exercise, rest, sleep, posture and food.
4) To develop in them the ability to take wise decisions in respect of applying principles and practices of health and Iphysical well being.
5) To acquaint them with the knowledge of first-aid and safety measures and develop skills of providing first-aid in the case of sports injuries.
6) To become aware of the importance of immunization against communicable diseases as an important means of postive health.

Units of Physical Education :

Gymnastics, Rhythmic, Recreative games, Developmental Exercises, Lead up games, Relays, Athletics, Jumping, Throwing, Yogic exercises, Drill and marching, Lezium, Major games, Mass activities, Calisthenies.

Units of Health Education

Human body, food, water, air, rest, individual and social health, Environment and its relation to health, growth and development, nutrition, control over diseases, safety, firstaid, home nursing, civil defence, deficiencies due to lack of vitamins, knowledge about immunization.

PHYSICAL EDUCATION - Learning outcomes from the units under physical education

Free Movements --

1) Facilitates free exploration
   - contributes to poise and co-ordination
   - provides fun and enjoyment.

2) Rhythmics -
   - develops agile body
   - develops balance and physical poise
   - develops graceful movements
   - develops a sense of rhythm
   - gives joy and satisfaction.

3) Small area games -
   - Affords exercise to various muscles
   - develops physical strength and neuromuscular co-ordination
   - develops a sense of co-operation
   - affords fun and enjoyment
   - develops resistance power

4) Gymnastics -
   - helps in establishing body control and neuromuscular co-ordination
   - gives strength, suppleness and balance

5) Combatives -
   - helps to assess one's own strength
   - develops courage and self confidence
   - provides fun and enjoyments

6) Calisthenics -
   - develops co-ordination of body movements
   - contributes to growth and development of body
   - leads to better posture.

7) Athletics -
   - develops fundamental motor skills
   - contributes to physical fitness
   - opens up an avenue for competitions

8) Major games -
   - develops ability to participate in vigourous activities
   - develops aptitude for learning new skills
   - cultivates interest in games
   - cuntributes to fun and enjoyment

9) Yogic practices

- developability to concentration
- Contribute to physical fitness

10) Drill and Marching -

- helps to develop a sense of discipline and orderliness
- forms a habit of maintaining good posture
- develops leadership quality

11) Swimming -

- helps to remove fear of water
- develops self confidence
- give fun and pleasure

12) Archery -

- develops neuro muscular co-ordination
- develops power of concentration of mind
- develops ability to concentrate at the target

13) Health Education -

- develops habits of personnel cleanliness
- develops habits of maintaining social health and cleanliness
- makes children aware of the need to maintain environmental cleanliness.

Classwise distribution of the items physical education

(primary level)

S.No.	Item	Classes
1)	Free movements	I to IV
2)	Rhythmics and Folk dance	I to VIII
3)	Imitation, Story plays, and dramatization	I to III
4)	Small area games	I to IV
5)	Gymnastics	I to VIII
6)	Combative	I to VIII
7)	Health Education	I to VIII
8)	Calisthenics	V to VIII
9)	Athletics	V to VIII
10)	Major games	V to VIII
11)	Yogic practices	V to VIII
12)	Drill and Marching	V to VIII
13)	Swimming	I to VIII
14)	Archery	VII to VIII

PHYSICAL EDUCATION & HEALTH EDUCATION

Upper primary level

Class VI to VIII

Sec A - Physical education-compulsory programme

S.No.	Item	Classes
1)	Rhythmic & Folk dances	VI to VIII
2)	Games and Lead up games	VI to VIII
3)	Gymnastics Gymnastics & Combatives combined Combatives	VI to VIII
4)	Calenthenics	VI to VIII
5)	Athletics	VI to VIII
6)	Yogic Practices	VI to VIII
7)	Drill & Marching	VI to VIII
8)	Health Education	VI to VIII

Class VI to VIII

Sec B - Physical Education - Voluntary programme

a) Swimming - where facilities are available

b) Games - Hoceky, cricket, tennicoit, kabaddi, basket-ball, volley ball, kho kho

c) Archery - Classes VII and VIII

CLASS VI

Syllabus Section - A

(Physical Education - Compulsory Programme)

A) Calisthenics - Two exercise tables consisting of six to eight exercises in each are to be arranged in a sequence, rhythmic jump, arm and shoulders, leg and balance, trunk bending and twisting and agility/co-ordination exercises.

B) Athletics - General physical fitness exercises in circle/open order/scattered formation. Splints/skipping/relays, 50M, 100M, 200M.

i) Running - Techniques of start and finish

ii) Long jump - approach run, take off, mid-air action and landing.

iii) High Jump - Approach run, take off, landing

iv) throwing,-cricket ball- Starting position running, release

C) Games and their lead-up games :

a) Minor games (Small area games) - Luggage Van, Poison circle, Pinch-ho, Touch and run, Dodge and mark.

b) Relays - Over and under ball relay, human obstacle, Siamese twins.

c) Major games - Hockey, Volley ball, ricket, Kho-kho, Basket Ball, Tennicoit

1) Hockey - Skills : Hitting, stopping, Hitting by one, & stopping by the other, Running and Dribbing, Hitting at target, Passing.

2) Cricket - Skills : Throwing, catching, Bowling, Batting, Cut drives, Pulls, Fielding : Practice, Catching, Stopping, Blocking.

3) Kho-Kho - Introduction to the game of Kho Kho - General Preparation - Running in speed Acceleration, Zig Zag running, Dodging, and the like, chassing, sitting in the square to give kho, practice of the game.

4) Basket Ball - Dribbling, Relays, Ball Pass Relay, Driable and Shoot and the like.

5) Volley Ball - Keep the ball up, To serve in the marked area. One bounce Volley ball.

6) Ring Tennis (Tennicoit) : Holding the ring, throw in the opposite court, catching the incoming ring.

Note : A school should provide facilities for the maximum number of games out of which the pupils should select 3 games.

D) Rhythmic Activities -

a) Dance : Stepping to rhythm. Flat heel and toe. Mark time and clap. Crossing the legs alternately to rhythm etc. Practice of steps suitable to dances - Regional folk dance.

b) **Lezium** : Fundamentals : Lezium skandh, lezium aram, lezium ke liye hussiar, pavitra par hussiar. Exercies - Char awaj, Ek jaghe, adhi lagao, pavitra, do rukh

E) **Gymnastics** : Revision of the portion done in the previous class.

Gom-Chal, Kangarao chal, Rope climbing, vaulting over the other, vaulting horse.

F) **Yogic Practices** : Padmasana, Dhanurasana, Vakrasana, Vajrasana, Suptasana, Chakrasana, Parvatasana, Shavasana, Surya Namaskar.

G) **Drill and Marching** : Revision of the portion done in the previous class. Tejchal, Kadam tal me mur, Chalte Chalte mur, Dahine Baye mur, Phail jao, Visarjana.

Section - B

(Physical Education : Voluntary Programme)

a) Swimming : Where facilities are available. Back Stroke, Diving.

b) Games Hockey, Circket, Tennicoit, Kabaddi, Basket Ball and Kho-Kho.

HEALTH EDUCATION

1) **Personal Hygiene :**

a) Revision of the portion done in Classes I to V.

b) Prevention of diseases caused to the eyes due to insects, germs or dirty fingers and periodical check of the eyes as and when necessary.

c) Use of spectacles as per the advice of an opthalmologist.

d) Keeping safe the ears from sharp and pointed objects and from insects and medical check-up of ears.

e) Protecting teeth from the injuries caused due to biting hard objects.

f) Developing the habit of cleaning the teeth in the morning after meals and before retiring.

g) Periodical dental checkup for maintenance of dental hygiene. Developing the habit of proper mastigation.

h) Developing the habit of presenting oneself neatly.

i) Developing individually the habit of maintaining good health.

2) Environmental Hygiene :

a) Revision of the portion taught in Classes I to V.

b) Developing an awareness for the importance of fresh air in the house, light and proper ventilation.

c) Developing and awareness that various disease develop due to an unclean enviornment around the house, school and society.

d) Observing civilian duties towards maintaining a clean and safe environment.

3) Growth and Development :

a) Measurement of Height, weight and Chest-girth and maintaining their records.

b) Developing proper attitude towards growth whether slow or rapid.

c) Inculcation of proper health habits required for adequate growth (Adequate rest, Exercise, Nutrition, Cleanlines, Innoculation)

4) Food and Nutrition :

a) Revision of portion taught in Class I to V.

5) Control over disease :

a) Creation of awareness of the differences between communicable and non communicable disease.

b) Creation of awareness about the disease caused by flies and insects and by insect carrying such diseases.

c) Taking precaution by creating awareness about mental and emotional imbalance.

6) Consumer Education :

a) Revision of portion done in Classes I to V.

b) Creating awareness about the different medical systems.

c) Understanding the treatment given by quacks and persuading them from taking treatment.

d) Creating awareness of the evil effects of self medication.

7) Saftey - First Aid - Home Nursing :

a) Revision of portion done in class I to V.

b) Creating awareness about the cause and effect of accidents.

c) Giving knowledge of maintaining day to day safety at home, street and while driving the vehicle.

d) Giving knowledge of first aid in cases of Burning, Snake bite, minor accident, fractured

e) Drowning or nursing the sick person at home.

Class VII - Section 'A'

(Physical Education - Compulsory Programme)

A) Development Exercises - Two exercise tables consisting of six to eight exercises in each, are to be arranged in sequence, rhythmic, Arm, shoulder, leg, balance, trunk bending and twisting and agility/co-ordination.

B) Athletics -
1) Running : 50M, 100M, 200M - Technique of start and finish.
2) High Jump - Approach run, take off, mid-air action and landing.
3) Shot-put : Initial stance, glide release or delivery and reverse.

C) Games and their lead-up games :

a) Minor games - Dodge and mark, Form threes, Bomb attack, Lagoriya, Ball or the boy ahead, Fire in the mountain.

b) Relays - Horse and horse rider, Chariot race, Jump a stick, Ball races.

c) Major Games - Practice of Hockey, Cricket and Kho-Kho learnt in Class VI.

Basket Ball - Skills : Passing, Chest pass, over-head pass, bounce and pass, hook and pass, passing with one hand, dribbling with one hand and shoot.

Volley Ball : Service, toss and hit, Tennis service, receiving the ball, smashing, practice with more players.

D) Rhythmic Activities / Movement and dance :

a) Dance : Sit as low as possible to rhythm and rise up as high as possible to rhythm. Skip on a rope, bend and straight, swing, run and jump, Step and bend with co-ordination of shoulder movements, walk in a square or in a circle.

b) Lezium	:	Revision of the portion done in Class VI - Ghoom-jav, Aage phalang, Jor-chal, Piche-phalang.
c) Lathi	:	Lathi-lapet, Lathi ke liye hussiar, Lathi Aram. Pavifrefar Hussear, Lathi seeda, ulta Jung-muh, do rukh, aghe phalang, piche phalang.
d) Dymnastics	:	Revision of the portion done in the previous class Monkey walk, jump on, jump off vaulting box, jumps and flour exercise, langing on bar, hanging, reverse hanging, pyramid with 2 or 3 children.
e) Yogic Exercises	:	Badha-padmasana, Yogamudra, Matsyaasana, Gomukhasana, Viparitkarani, Sarvangasana, Tolangulasana, Hamsasana, Makarasana, Udyayi without kumbakh, shavasana.
f) Drill and Marching	:	Revision of the portion done in the previous class, Chalte-chalte kadam badal, Khooli-line chal, nikat-line chal, daudke chal, dahine-baye chal, salutation, dahine dek, samne salami.

Section B - Voluntary Programme

a) Swimming - Where facilities are available.

b) Games - Hockey, Cricket, Tennicoit, Basketball, Kho-Kho, Kabaddi, Volleyball.

c) Archery - 1) Historical Background

2) Information about equipment

a) Arrow b) Bow c) Target d) Stands e) Finger Cap f) Uniform g) Bow sight

3) Skills :

a) Archers hold b) Holding the bow c) catching arrow d) Fixing the arrow e) Fixing the arrow on thread g) Shooting the target with a distance of 15M.

HEALTH EDUCATION

1) Personal health - Revision of portion done in class VI.

2) Environmental Hygiene -

a) Strengthening the health practices and activities suggested for class VI.

b) Learning health related functions of village panchayat, local bodies, Primary Health Centres, Red Cross societies etc.

c) Observing and applying health rules in camps, fairs and festivals and other functions with a view keep the environment clean.

3) Growth and Development :

a) To continue and strengthen the activities suggested for Class VI.

b) Developing and understanding that growth is usually rapid during the period of adolescence. Learning that most of the girls grow faster than boys during the period of adolescence.

c) Developing a favourable attitude towards the maturity process.

d) Taking advantages of opportunities to have a medical check up to assess growth and health status.

4) Food Hygiene and Sanitation -

a) Developing health habits of eating those foods which are needed to build a strong body and keeping the body in good condition.

b) Practising good habits and manners which are apporopriate to one's age, sex, family and community.

c) Practising the habits of not spoiling/wasting food while eating.

d) Observing the practices of keeping the dining place and utensils clean after eating.

5) Control over Diseases -

a) Developing an understanding of factors influencing the growth of causative agents in infectious diseases.

b) Observing the habits of keeping one's immunisation upto date depending upon the facilities available.

c) Learning to keep away from such animals which may spread certain diseases, in order to prevent getting the infection from them.

d) Participating in health education measures with regard to communicable diseases like Cholera, Leprosy, Maleria and The like.

6) Consumer Education -

a) Continuing practice of activities suggested for Class VI

b) Collecting pictures showing the ill-effects of use of smoking, tobacco chewing, snuffing, pasting them in the scrap book.

c) Educating fello children about the harms of smoking and indiscriminate use of drugs.

d) Developing the habit of making purchases of consumer items from reliable and reputed shops.

7) Safety, First Aid, Home Nursing and Civil Defence -

a) Developing skills of safe handling of electrical and fire equipments.

b) Developing skills of keeping safe from health hazards of day-to-day life.

c) Developing skills of applying first aid principles like bandaging, care of the injured, prevention of bleeding, artificial respiration and care of the unconscious.

d) Participating and co-operating in the activities of civil defence, when organised in the local community.

CLASS VIII

Section 'A'

PHYSICAL EDUCATION - COMPULSORY PROGRAMME

1) Calisthenics : a) Revision of the exercise tables taught in class VII.

b) Mass exercise table done to rhythm (two tables) These tables should cover 10 exercises and should include movement of hands, shoulders, feet, trunk bending involving balance, agility and co-ordination of different parts of the body.

2) Athletics :

a) principles of sprints - 100 M, 200 M
Starting Blocks
Long and round strides
Finishing dash

b) Principles of Jumps :
Long Jump : Warming up, agility etc,
Techniques : Approach run, take off, flight and landing.

c) High Jump : Warming up exercises, agility exercise
Techniques : Approach run, take off, Bar clearance and landing

d) Principles of Throws : (8 lbs/3.63 kg)
Shotput : Warming up exercises,
Techniques : Hold, Initial stance, Glide, Delivery, Reverse,
Javelin : (for girls) Warming up exercises
Techniques : Grip, Carry, Throw, Delivery Stance,
Delivery action and reverse.
Training : To improve balance, power, speed and strength,

3)Major games :

a) Kabaddi : Repeat skills learnt in previous classes.

1) Practice of skills

Cant, Side-kick, back kick, safe raiding,. defensive skills catching, and Game practices.

b) kho kho : Repeat skills learnt in previous class
1) Dodging in running (2) Running in ovel shape
3) Taking direction (4) Diving (5) Games practice.

c) Volley ball : History and development of the game.

Skills : i) Underhand pass (ii) Two hand pass
iii) Over hand pass (iv) Pass for smashing
v) Lifting the ball (vi) Smashing
vii) Underhand and side arm service.

Training - individual and team practice.

d) Basket Ball : 1) History and development
2) Playing rules of the game
3) Fundamental skills -
I) Passing II) Over hand Pass (III) Chest pass
(IV) Bounce pass (V) Shooting
(VI) Low and High dribbling
4) Training - individual and team practice.

e) Cricket - 1) Repeat the skills, learnt in previous class.
2) Playing rules of the game.
3) Skills (I) Batting (II) Front foot drive
(III) Back foot drive (IV) Hook shot
(V) Bowling - off spin, leg spin

(VI) Fast fielding-Straight behind the ball running and Stopping.

4) Pitch practice
Catching high and low throw.

f) Football - 1) Repeatation of skills' learnt
2) Skills

I) Kicking-inside of the foot, in step of the food (Vólley and Half Volley)
II) Trapping-Trap, sole of the foot, dropping ball within step, waist height ball with inside of the foot.
III) Dribbling - Inside of the foot
IV) Small field game
V) Training, conditioning and Specialising the skills.

g) Badminton - 1) History and Development of the game
2) Playing rules of the game
3) Skills - Grip, Service, Return

h) Hand ball - 1) History and development
2) Playing rules of the game
3) Skills
I) Throwing - High and Low
II) Catching - One hand, two hand
III) Passing - Long and short, goalkeeping

i) Hockey - 1) Repetition of skills learnt in previous class

2) Skills

I) Striking-Grip back swing, forward swing, strike and follow through co-ordination of strike and body, correct position of feet head eyes.

II) Stopping-On ground and air position of hands, feet and body.

III) Dribbling - Position of hands, feet and body

IV) Pushing - Position of hands, feet and body.

Small field games - 5 v/s 5, 6 v/s 6, etc.

4) Gymnastics - Boys

Repeat the skills learnt in the previous classs

a) Mat work or ground work

I) Cartwheel, Cartwheel arms reverse, Head spring, Hand spring, Hand Stand.

II) Paralles Bar-Grip, mounting, dismounting, dips, swings, scrowing·

III) Vaulting Box-Broad Horse Jump on & Jump Off Knees on astride vault. Long Horse-From Crounch forward roll to sit on and jump off, forward roll to astride sitting.

b) Malkhamb

Pavitra, salami, sadhi udi, khanda udi, kamani udi, Do hat udi, bagali udi.

c) Dands & Baithak (for boys)

I. Sada Dand (2) Sinakasi (3) Joot lagav (4) ghuntan dand (5) sher dhand

II. Baithak - (1) sadi (2) sarak (3) chahal kadami (4) nim bhaitak

5) Gymnastics Girls

a) Mat work -

1) Forward Roll
2) Backward Roll
3) Cart Wheel
4) Cart Wheel reverse

b) Beam work -

1) mount and dismount
2) Walk on beam with arms in Y
3) Walk with arms on waist
4) Walk and Kneebend
5) Walk and turn

c) Voulting Box -

1) Jump on Jump off
2) Knees on jump off
3) Astride Vault
4) Between Vault

Long Horse

1) From crouch-Forward roll to sit on end and jump off

2) Forward roll to astride sitting

d) Floor exercises

Combination of dance movement and mat work-Series of exercises to be evolved by teacher.

6) Yogic Practices -

1) Padmasana, Sidhasana, Utkatasana, Pashchimotanasana, Ardhashalabasana, Ardhamatsayasana, Pawan Multasana, Halasana, Pranayana, Surya namaskar.

7) Combatives (for boys)

a) Simple

1) Leg typing 2) Back to back to sticks pull away
3) Elbow struggle

b) Wresting -

1) Stance
2) Simple holds for 'Go behind'
3) Wrist or palm and arm drag
4) Neck dragging and elbow push sidewords
5) Elbow lift, head under arm
6) Counters for the above

a) Blocking with forearm across the chest
b) Simple leg pick-up

8) Primary holds .

1) Grand wrestling

a) Position (b) Simple nelson and counter
c) Double nelson and counter

Dagger Fight (Jambia) - Indian art of self defence

(a) Basic positions

1) Grip - arm (2) Pavitra-Hushiyar (3) Namaste-salute

b) 1) Head stroke
2) Defence from head stroke
3) Technique of Advance and retreat movement (Shintai)
4) Techniques of the break fall (Ukerni)

a) Forward
b) Backward
c) Right and Left
d) Forward somersault fall

5) Methods of taking hold (Kummi-Kata)

a) Normal or regular grip (Fun-nitoru tokoro)

b) Reverse grip (Gyaku ni toru tokoro)
c) Under or reverse side grip (Ura dataro tokoro)
d) Outer grip (Omoto detoru tokoro)

Defence

a) Ducking down and going behind
b) Catching wrist of the apponent and twisting to release the danger
c) Twisting to loose balance of apponent
d) Side Strokes

d) Lathi & Lathi fight, practise of portion taught in Class VII. Do mukhi, chau mukhi, do lathi- jorse, lathi ladhat, pavitra for ladhat, attack and defence.

Attack - shir, tamacha, kamar, nadagi

Defence - defence of the above offensive movements (wrestling, Judo, Jambia, lathi - any 2 of 4 combatives)

9) Judo

i) Postures (1) Relevant Postures
(2) Natural Postures
(a) Fundamental Natural Postures sizen hotal
(b) Right Natural Posture (Oligishzenhotai)
(c) Left Natural Posture (Hindarishizentai)

ii) Self defence Posture

(a) Fundamental Self defensive Posture (shizenhotai)
(b) Right Self-defensive Posture (Migijgotai)
(c) Left Self defesive Posture (Hindangigotai)

iii) Breaking or disturbing balance posture (Kuzushi)

1) Frant Kuzushi
2) Left Kuzushi
3) Back Kuzushi
4) Right Kuzushi
5) Right front corner Kuzushi
6) Left front corner Kuzushi

10) Rhythmic movements and Folk dance -

1) Revision of the portion taught previously
2) Movement of legs on spot, rhythmically
3) Movement of hands and feet on spot rhythmically.
4) Stepping forward, backward, sideward with hand movements.
5) Stepping of feet forward and backward rhythmically.
6) Stepping of feet sideward life and right rhythmically.

7) Local folk dance, with various types of movements.

b) Lezium -

a) Ghati Lezium - (1) 8 counts (2) kadam tal (3) Aage pav (4) kadam pavitra (5) pavitra bhaitak (6) Phirki or ardachakra (7) pav (1/4) chakra (8) poora chakra (9) hool

b) N. F. C. -

1) Hath ki harkat
2) pav ki harkat
3) jukna harkat
4) dahine harkat
5) baye harkat
6) Bharat Mata ki jai
7) Mayur chal

SECTION 'B' - PHYSICAL EDUCATION

VOLUNTARY PROGRAMME -

a) Swimming - where facilities are available

Repeat the practice of skills learnt earlier. Concentrate on practising the skills as follows :

1) Propelling forward using leg action only.
2) Propelling forward using arm action only
3) Learn the starting and turning technique
4) Cover longer distances 400 to 500
5) Simple Jumping with feet first entry.

b) Archery - Syllabus

1) Development of Archery
2) Fundamental skills - a) Shooting
   b) Use of site
   c) use of stabliser
   d) target
2) Shooting with a distance of 20, 30, 40, 50 metres.

Rules of competitions.

c) Voluntary games : 1) Hocky (2) Cricket (3) Tennicoit (4) Kabaddi 5) Basket-ball (6) Volleybal (7) Kho-kho

HEALTH EDUCATION

1) Personal Health -

a) Establishing relationship between the practice of hygienic habits and maintenance of good health.

b) Practising genital hygiene

c) Educating fellow children and the members of the family about the observance of the principles of personal hygiene in the day-to-day life.

d) Establish relationship between .the observance of the principles of personal hygiene and the prevention of some of the health problems.

e) Countinuing and strengthening health practices and activities suggested in the earlier classes.

2) Environmental Health -

a) Continuing and strengthening health practices and activities suggested for earlier classes.

b) Developing skills relating to the proper use of sanitary block.

c) Participating in the environmental sanitation proramme organised in the school and community.

d) Educating the community with regard to maintenance of proper environmental sanitation.

e) Helping the community in respect of finding out the solution for the sanitation problems of the community.

f) Educating fellow students and the membes of the community about the need to follow the rules of Exercise, rest and Sleep so that they can be protected from the various diseases.

g) Educating fellow students and the members of the Community about the need to follow habits for prevention of diseases and to develop favourable attitudes towards Environmental hygeines.

3) Growth and Development -

a) Learning the characteristics of physical growth during adolescence.

b) Distingquishing between the physical growth characteristics of boys and girls.

c) Identifying daily health practices influencing growth and development.

d) Developing an understanding of physical needs and changes during adolescence and their relationship with behaviour patterns.

4) Food and Nutrition -

a) Continuing and strengthening the activities and practices suggested in the earlier classes.

b) Assuming responsibilities for cooking and serving food in a hygenic manner in camps and excursions.

c) Identifying classmates suffering from undernutrition or over nutrition and educating them accordingly.

d) Organising health and nutrition corner in the school and arranging exhibition displaying diet containing different kinds of nutrients required for them.

e) Collecting pictures from the magazines and newspapers having educational value in respect of nutrition and pasting them in the scrap books.

f) Identifying essential nutrients for health in various locally available food stuff and developing the habits of using them in daily food.

5) Control of Diseases :

a) Strengthening and continuing the practices suggested in the earlier classes.

b) Following desirable health practices of exercise, rest, sleep and nutrition for protection from disease.

c) Educating fellow children and members of family to observe desirable health practice in relation to exercise, rest, sleep and nutrition for protection from diseases.

d) Educating fellow children in the school and members of the community for accepting health measures like immunisation and antipollution programmes.

6) Consumer Education -

a) Continuing and strengthening the practices and activities suggested in the earlier classes.

b) Collecting pictures and cartoons associated with problems relating to smoking, drinking, alcohol, taking narcotics, misuse of drugs and dangers of self medication.

c) Educating fellow children on the ill-effects of alcoholic drinks, use of narcotics and self medication.

7) First Aid, Safety, Home Nuring and Civil Defence-

a) Continuing and strengthening the health practices and activities suggested in the earlier classs.

b) Observing the safety measures in cycling, walking, simming, handling sharp instruments and machines, Playing with animals, climbing hills and trees, flying kite, climbing stairs.

c) Developing a checklist of different steps of first aid measures required in the case of common accidents like burning, checking, drowing, fainting, bleeding, poisoning, snake bite.

d) Developing the skills of taking care of sick children during outdoor camps.

e) Participating in the activities relating to civil defence during emergencies like digging of trenches, laying of the sand bags, observing blackouts etc.

f) Developing the skill of providing first aid on the spot for athletic injuries for e. g. injuries like sprains, strain, contusion, abrasion, haeoration, fractures etc.

WORK EXPERIENCE

Introduction :-

It is necessary that school life should help pupils to develop a balanced personality- i.e. the development of its affective and psychomotor aspects along with the intellectual one, for this. It is necessary that they be given enough exposure to work oriented learning activities, that as productive units of society they are motivated to make practical use of the skills they have learnt that they are made to recognize their potentialities productive abilities and develop the same in order to participate in the socially useful productive programmes. The curriculum of the work experience has been prepared with these objectives in mind.

The provisions of the new educational policy, the recommendations of the school reform committee, the national curriculum prepared by the N.C.E.R.T. and the plan of action have been considered in its totality while reconstructing this curriculum.

The Salient Features of the curriculum.

1) Dignity of Labour :-

Activities based on Manual work and skills have been included in this curriculum so that pupils may form a habit of working with their own hands, using the skills they have learnt and also develop a liking for manual work.

2) Liking for socially useful work :-

The programmes included in this subject are keeping in view their utility for fulfilling certain social needs. Therefore pupils participation in these activities will mature in them an attitude to be useful to society and create an awareness of collective responsibility.

3) Ability to Earn :-

It is expected that while learning and practising the productive activities the pupils will develop necessary skills for production and wherever possible, will be able to use them to earn atleast to a certain extent. For this the curriculum for work experience covers the activities which will help pupils develop such skills as they can use in producing certain articles, or for rendering some kind of social service.

4) Common compulsory programmes :-

This is a special feature of this curriculum. In order to have uniformity regarding this subject in all the schools and to help pupils develop an attitude to be useful to .society the common activities selected for this programme are such as will be useful to and feasible for all schools.

5) Practical programmes to fulfil human needs :-

Activities under this subject should be related to real life situations and relevant to man's primary and secondary needs. Therefore they are selected in accordance with the following six units.

1. Food
2. Clothing
3. Shelter
4. Health
5. Culture and Recreation
6. Social Work and Social Service.

6) Nature of the programme :-

Activities of this subject have been classified into three categories :-

1. Common Compulsory Programme :-

The activities under this programme will be common and compulsory for all schools.

2. Simple Incidental Programmes :-

Pupils have to complete any two from the given list during the year.

3. Productive Programmes :-

Keeping in mind the local needs and the availability of the material and other facilities in the neighbourhood. Pupils have to select and complete any one activity from each area namely food, clothing and shelter.

• It is expected that the activities given under productive programmes will form a foundation for further vocational training in the pupils lives.

Time Table

Five periods per week have been allotted for this subject. Assuming that there are 32 working weeks in one academic year. 160 periods are available for work experience.

These periods may be divided as follows :-

Category	Stds VI to VIII
1. Common Compulsory Programmes	50
2. Simple Incidental Programmes	30
3. Productive Programmes	80
Total	160

The time table is flexible changes necessitated by local conditions may be made in the allotment of periods to each of three categories. But while doing so the total number of periods allotted to this subject should not be reduced.

General Objectives :-

1. To help pupils to recognize the needs of their family and society for food, health, clothing, shelter, recreation and social service.
2. To acquaint them with the productive activities in society.
3. To understand the facts and scientific principles involved in various kinds of work.
4. To help pupils to know where raw material comes from and in what way the means of production and materials are related to the actual production and the provision of services to society.
5. To understand the usefulness of productive activity and social service.
6. To understand the productive process and the skills employed in a technically advanced society.
7. To understand the planning and organization of productive work.
8. To understand one's own role in all process of production.
9. To create an awareness of social problems.
10. To develop an ability to evaluate their own work.
11. To develop the skills involved in necessary for the selection, handling, arrangement and use of tools and material required for various kinds of productive work.
12. To develop the skills necessary for observing a demonstration of an activity, its arrangement and participating in the same.
13. To develop the skill necessary for innovative methods to solve the problems arising in productive work and social service.
14. To develop an ability for large scale production.
15. To raise the standard of work in order to make earn and learn scheme.
16. To chanelize pupils creativity in using various methods and materials for new and improvised activities.
17. To inculcate in the pupils an attitude of respect for labours and manual workers.

18. To imbibe upon the pupils the importance of socially beneficial values such as self reliance, helpfulness, co-operation, team work, perseverance and tolerance.

19. To develop work ethics - i.e. habits of regularity, punctuality, honesty, dedication, discipline etc.

20. To judge one's own capacity from the experience or productive work and service.

21. To help pupils to understand the close relationship between society and environment and to develop feelings of closeness (affinity) responsibility and commitment towards them.

Higher Primary Level

Std VI to VIII

Objectives :-

1. To develop advanced skills for physical work which requires co-ordination of hands and brain.

2. To encourage the pupils for more active participation in production process by way of taking up a project in the selected fields of pre vocation programmes related to human needs and make a beginning of their vocational education and orientation.

3. To enable the pupils to relate their knowledge of facts with the scientific principles involved in various kinds of work.

4. To enable the pupils to make scientific use of tools, raw material and other means and to learn innovative methods of solving problems.

5. To develop the skills necessary for observation, imaginative arrangement and improvisation and practice of work.

6. To help pupils to understand the close relationship between human society and environment and to develop feelings of intimacy (affinity), responsibility and commitment toward them.

Higher Primary Level

Std VI to VIII

No.	Activity	Learning Outcome
1.	To gather information about the raw materials required for the main vocations (Industries) in the surrounding area, the finished products and the process involved in the same. To prepare a note on vocation. To pay visits to transports centres and the places where construction material is produced.	Tells how people in various vocations are useful to society.
2.	To participate spontaneously in manual work in the school and else where and in the production activities of the neighbour hood depending on ones ability.	Participates in other kinds of manual work.
3.	To adopt proper procedure to avoid wastage of raw material and to guide the fellow pupils.	makes proper use of tools while working.
4.	To keep the surrounding voluntarily clean after the work is over.	Keeps the working area clean.
5.	To take spontaneous part in social and cultural activities in the school complex, to find out which social service activities are suitable for him/her (e.g. 'Shramdan', cleaning) to participate in social work during festivals.	Becomes aware of himself as a responsible member of society and participates in socially useful work.
6.	To gather information about the low cost products which can fulfil certain small (simple) needs of the society and to try to make them.	Participates in the growing measure in the productive activities of the school and tries to learn while leaning them.

1) The Common Compulsory Programme.

A. Daily Activities

1. Area - Health

1. Cleaning - Classroom, School and the surroundings of the school.
2. Individual Health Inspection - teeth, nails, hair, use of hanker chief.

3. Arrangements for drinking water.
4. Printing of school material
5. Care and inspection of the school uniform.
6. Use of a mirror for personal cleanliness.

2. Area - Culture and Recreation

1. Decoration - Classroom, School, its surroundings.
2. Memorizing and Reciting - Prayers, Poems, prose, Passages, quotations (good thoughts)
3. Action songs and nursery rhymes, observation of special days.
4. News, Stories with moral (fables), dramatic reading.

Note : The above mentioned daily activities should be conducted during the assembly.

B. Activities for Special Occasions :-

1. To take part in village cleaning and 'Shramadan'.
2. Lay out, marking and care of the school play ground.
3. Flag hoisting.
4. Working as a volunteer during school gathering and local fairs.
5. Tree planting and conservation of trees.
6. Narrating Stories (Narration of Stories)
7. Nursing the sick pupils.
8. To run (and manage) the class, library
9. To arrange excursions and pay visits to productive vocations and regions.
10. To run the school for a day on the self government basis.
11. Each school must have at least one scout troop and one guide company.
12. Information about the First Aid, Its uses.

2. Simple Incidental Programmes.

Note : Each child must take part in at least two activities of his liking from those given below.

Std VI

1. Making attractive necklaces (of beads, conches, and shells)
2. Making greeting cards.

3. Making Rakhis
4. Making simple herbal bathing powder (Utane)
5. Making moulds for 'Rangoli' designs.
6. Painting the class-room, the school.
7. Painting black boards in the classroom.
8. Making Paper bags and envelops.
9. Making simple lanterns (Akash-Kandil) of card sheets.
10. Collecting various kinds of stones.
11. Making tooth powder.
12. Making a simple candle
13. Making 'touch and go'
14. Making Marble Paper.

Std VII

1. Serving in a restaurant during fairs.
2. Making chalk-sticks
3. Making useful articles from waste material.
4. Making a wall hanging of conches, shells etc.
5. Making tassels for bullocks, for the occasion of 'Bail-pola'.
6. To help farmers with farming operations during the harvest season.
7. To make masks, using coloured paper.
8. Making articles from paper pulp.
9. To prepare indoor games, such as 'Snake and the ladder', Trade and Chess.
10. Making liquid soap and liquid indigo.
11. Making simple herbal bathing Powder ('Utane')
12. To set up and run a florist's shop during fairs, festivals and functions.
13. Making decorative lanterns ('Akash-Kandil) from card sheets.
14. Making coloured candles.
15. Making bags, flower pots and other articles from wire.
16. Making woolen flowers and dolls.

Std VIII

1. To repair roads, plant trees and clean parts of a village/slums.
2. To visit either remand homes or hospitals and take up some social service programme such as nursing or running a 'Sanskar-Varga' - i.e. classes for inculcating socially desirable habits and culture.
3. To keep sources of water (water-points) clean and safe.
4. To dispose of waste material that piles up during fairs or festivals.
5. To take part in initiating relief work at the time of natural calamities such as drought floods or excessive rains help people. during such calamities.
6. To set up and run a stall selling coconuts, flowers, incense-sticks and other items required by pilgrims.
7. Making various kinds of paper badges for function.
8. Preparing cleaning powder, detergent powder, Iodine and white phenol.
9. Preparing fruit syrups and 'panhe' (from raw mangoes)
10. Making decorative lanterns using thermocal or card sheets.
11. Making name plates using plastic letters and a flannel board.
12. Making designed (Ornamental) candle.
13. Making incense sticks.
14. Screen printing.
15. Dyeing cloth, tying, drawing, coloured designs on an empty egg - shell and on coconut shell.

3. Productive Programme.

Given below are the activities from the areas of food, clothing and shelter. Each pupil has to choose one activity from each area.

Activities for Stds VI to VIII

Food	Clothing	Shelter
1. Kitchen Gardening	1. Spinning	1. Paper work Card board work and book-binding
2. Simple Farm Operations	2. Clothes for the family	2. Bamboo work

3. Fishing Industry	3. Sewing, embroidery and knitting	3. Cane work
	4. Coir Work	4. Wood work
		5. Gardening (Flowering Plants)

Note : The schools having agricultural land may select 'Silk Production' (making silk from silk worms) as a supplementary activity.

After the pupils select an activity from the above mentioned list of area-wise work experience programme, the teachers have to (actually) get it done from them through demonstration giving them relevant theoretical information while they do their activities.

Instructions -

1. It is necessary to maintain sequential and scientific record of productive work.
2. It is necessary to keep accounts of raw material its cast and the cost of finished product.
3. It is necessary to maintain (a diary keep) record of the tools (which have been) used - their names, care, uses and the method of handling them.

Area - Food

Activity 1 . Kitchen Gardening

Std VI

1. To observe the kind of soil
2. Doing pre-cultivation operations.
3. To plant leaf vegetables, fruit vegetables, creepers and climbers in their proper beds.
4. To grow (cultivate) a seedling for a fruit vegetable and transplant it properly.
5. Weeding
6. Watering
7. To carry out inter culture operations.
8. To cultivate medicinal plants.
9. To dig a compost pit, put dead foliage and other rubbish in it following the proper method and prepare compost.
10. To inspect various kinds of fertilizers and the crops which have been cultivated by using them.
11. To sell the vegetables grown in the kitchen garden.

Std VII

1. Planning a kitchen garden in such a way as to make the maximum use of the available area for cultivating a variety of vegetables as necessary and in as much quantity as possible to execute the plan.
2. Watering the plants.
3. Doing Inter-cultivation operations.
4. Using pesticides/insecticides.
5. Using fertilisers.
6. Cultivating medicinal plants such as aloe-plant, turmeric, ginger, lemon grass basil etc.
7. Preparing a nursery.
8. To sort out and sell the cultivated vegetables according to their quality.

Std VIII

1. To survey the soil from the following points of view : Its type, limitations, shade, sunlight, directions, the surrounding buildings, water, drainage etc.
2. Planning the garden ridges and beds, the kinds of beds, furrowed beds ridge beds, flat beds. Why different kinds of vegetables require different kinds of beds.
3. Kinds of vegetables - leafy vegetables, roots and tuberstems, vegetables grown directly and by transplantation.
4. Seasonal vegetables / vegetables grown in rainy season, Winter and summer those available all the year round, making a schedule for cultivation of vegetables displyaing the seeds of various vegetables and showing the time of their cropping.
5. Kinds of vegetables - time required for full growth, planning for planting different vegetables, keeping in mind their total growth period.
6. Process - weeding, watering, adding fertilizers.
7. Information about organic manures and chemical fertilizers, preparation and use of compost.
8. Insecticides and pesticides - various kinds and their uses, pests and diseases of vegetable crops and preventive measures against them.
9. Maintaining a diary of the work done for the kitchen garden - watering, sowing, rooting blossoming, using insecticides, adding fertilizers calculating the total cost and the profit gained.

Activity - 2 Simple Farm Operations

Std VI

1. To harvest one rabbi crop in groups
2. To plant trees such as papaya, drumstick and castor on field bounds (a raised broad boundary of a field) as secondary production.
3. To grow mango on field bounds using seed grafting method.
4. To visit the farms of innovative and advanced farmers.
5. To gather information about different methods of harvesting and storing the main crop.
6. To sell the main crop.
7. To gather information about various tools (and implements) used in farming.
8. To gather information about fertilizers and pesticides/insecticides.

9. To gather information about the use and care of different agricultural implements.

Std VII

1. To harvest one kharif crop in groups.
2. To study the effect of weeding and inter culture operations on the growth of the crops.
3. To gather information about different methods of grafting.

   a) Approach grafting b) Air layering

   c) Budding d) Seed grofting on mango stone.

   e) Layering f) Cuttings.
4. Planting seedlings of mango in the open space using seed grafting method.
5. To cultivate and sell the seedlings of fruit vegetables such as chilly, tomato, brinjal and cauliflower.
6. To pay visits to innovative farmers, a poultry farm, a diary farm, a bee keeping centre.
7. To sell agricultural produce.

Std. VIII

1. The learning units lessons in the curriculum of this subject will be related to general principles of agriculture. The planning and the study of the subject will be based on projects. That is to say after a project for a particular work is selected the theory and practical lessons for the related branches of agriculture and their principles will be planned.

   The topics will thus be divided into two sub sections.

   i) The theory part will be covered in the classroom. The practical work based on it will also be organized.

   ii) The practical work means to work actually in the fields, to visit the places where important farming operations are carried out and to note down the observations.
2. Organisation of the curriculum should be implemented as shown below.

   Select one or two crops from either the kharif season (June-oct) or the rabbi season (Oct-Feb). The selection will depend upon the climate and soil of the respective region.

	Theory	Practical
(A)	1. Economics importance of agriculture in one's own region, general methods of cultivating the soil for sowing/planting and planning of crops.	1. To pay visits to the farms, farmers, and to observe how crops are planned.
	2. Selecting a cereal crop and a vegetable crop. Why a particular crop is selected.	2. As above.
	3. Selection of an area, of soil, overall undulation of the land (slopes)	3. To visit the selected plot and to observe the soil-its colour depth etc.
	4. Basic preparation repairing the field bounds, fencing etc. why this needs to be done.	4. To participate in constructing bunds, putting fences.
B)	5. Preparing the soil-What is meant by cultivation of soil, why is necessary, What is its importance for planting crops, its methods kinds of pre cultivation farming operations	5. To use various agricultural implements for the actual work on a farm, to observe the effect of pre cultivation farming operations on the soil.
	6. What is the minimum soil requirement for sowing seeds or planting seedlings? The study of the components of soil. The effect of cultivation on rooting how cultivation helps heat water and air to activate the process of rooting.	6. Inspecting the soil, digging a small pit in the soil in order to observe its humidity friability.
	7. Mixing manure (e.g. the compost prepared on the farm with the soil. The importance of organic matter in the soil.	7. Spreading the manure and mixing with the soil.

	8. For some crops it is necessary first to grow the seedlings and then to transplant them else where.	8. Making different kinds of beds and sowing vegetable seeds in them.
C)	9. What are the good quality sowing seeds? How to select them? To study their shape, colour, lustre and morphological characterstics. How are sowing seeds produced?	9. Actual selection of sowing seeds, to handle and observe, them to study their purity /suitablity from mophological and genetic points of view.
	10. a - Sowing b - dibbling c - transplating the seedlings.	10. To do the work of sowing.
	11. Various methods of cultivating seedlings, sowing seeds, grafting a cutting on another tree/crop	11. To sow with hands or to graft a cutting on a growing stock to study the tools like secateurs (shears) and the knives used for grafting a cutting.
	12. Maintaining the distance while sowing seeds distance between two seedlings or two clusters. The importance of spacing between the rows of corn stalks.	12. Measuring the distance between the rows of corn stalks, observing the growth.
D)	13. Inter culture, Why it is necesssary, its effect on the growth of crops.	13. Weeding, hoeing.
	14. Adding fertilizers, Kinds of fertilizers	14. Methods of adding fertilizers - using special separate beds, bunds, dusting.
	15. Identifying pests and diseases from their symptoms.	15. Collecting samples of diseased parts of crop and insects. Keeping the collection carefully.
	16. Protection of plants and seedlings, pests, insects, diseases the remedies.	16. To spray pesticides, insecticides, dusting.

E)	17. Recognizing the ripe crops (How to find out it crops are ready for harresting)	17. Reaping the corn stalks crops, binding the sheaves threshing the grain. Storage and sale.
	18. Economics of cultivation	18. Writting accounts of cultivation.
	19. Different varieties of crops local as well as from out side	19. To visit several fields in the locality and observe the crops.
	20. The importance of the improved varieties of different crops. Availability of sowing seeds (Panchyat Samiti, Zilla Parishad or Department of Agriculture.)	20. Writing letters to the relevant bodies and institutes for obtaining sowing seeds.

Note :-

1. If the school has no land of its own, it may take up a project on some other cultivators land with in the distance of 500 meters from the school.
2. The teacher should get in touch with the land lord, obtain the time table of work on his plot and prepare a schedule of work/activities for the project.
3. The crops for the project are to be selected from the following list - One cereal crop (from any season) and the other either a vegetable crop or a pulse crop (any season)

The List of Kharif Crops

Cereal Crops (one of them compulsory)	Vegetables Crops	Pulse Crops
1. Rice (Paddy)	1. Chillies	1. Chawli
2. Jowar	2. Brinjal	2. Black gram Black peas
3. Bajra	3. Tomato	3. Mong.
4. Maize	4. Lafy vegetables	
	5. Beam Pods	
	6. Vetches	

The List of Rabbi Crops

Coreal Crops	Vegetable Crops	Pulse Crops
1. Wheat	1. Cabbage	1. Gram
2. Jowar	2. Cauli flower	2. Peas
3. Maize	3. Leafy Vegetables	3. Lentils

Activity 3 : Fisheries (Fishing Industry)

Std VI

1. To identify local acquatic animals and plants and clasify them.
2. Fishing in a sea-creek and a river, Information about catching prawns, crabs, oysters.
3. Precautions to be taken while fishing.
4. Methods of preserving fish.
5. Neat and trim. Line drawings of the fishes studied during the year.
6. To weave a small net.
7. To prepare an aquarium near the sea and to observe the behaviour and the life patterns of live sea anemone, coral and molluses like cuttle fish and oysters.
8. To pay visits to the local aquarium and the cold storage plant.

Std VII

1. To classify the local fishes into two main groups - Vertebrate and Invertebrate.
2. Anatornical study of fish, its parts, gills, skin, mucus, speed, functions of various organs and systems their comparison with those of human body.
3. The importance of fish as food.
4. Mechanical means (equipment) for fishing in deep.
5. The breeding of fish in lakes.
6. Pearl oysters.
7. Gathering information about the fishing industry in Maharashtra state and in other states of India.
8. To observe eggs of fish and various stages of their growth under a microscope.
9. To observe fishing near the shores.

10. To get information of the various parts of a fishing boat (a trawler), to take care of its to maintain it properly.

11. To weave a small net for fishing and make use of it.

Std VIII

1. General information about sea fishes (Saltwater Fish)
2. Getting broad information about the reproduction growth and migration of sea fish.
3. To make a comparative study of the sea fish and the fresh water fish. (i.e. the fish in rivers and lakes) in respect of their physical structures reproduction and growth.
4. To get informations of various means (equipment for sea fishing and their uses - e.g. nets, the kinds of nets, fishing boat, trawler etc.
5. The study of the life cycles of specific fishes (1) Shark (2) Cod-fish.
6. To collect information about various methods of preserving fish.
7. To get broad information about various fish products.
8. To know the importance of fish as a food item.
9. To get broadly acquainted with modern techniques of sea fishing.

Practicals :

1. To handle the equipment used for sea fishing.
2. To weave a net, using twine thread.
3. To visit an acquarium.
4. To make an acquarium.
5. To visit a cold storage plant.
6. To observe how fishing is carried out (To observe sea fishing.)

Area - Clothing

Activity 1 Spinning (Sut-Katai)

Std VI

1. To get information of the 'Ambar' spinning wheel and the box spinning wheel.
2. Spinning 6 hanks of cotton yarn on a spinning wheel.
3. Finding out the difference in speed both the spinning on a spindle and that on a spinning wheel.

4. To note down the change in the speed of spinning on changing the length of the running/free yarn or thread.
5. Gathering information about ready made yarn and power loom.

Std. VII

1. Spinning 6 hanks of cotton yarn on a spinning wheel.
2. To study the change in the speed of spinning by changing the angle of 'modia' and by oiling the friction - prone parts of spinning wheel.
3. To keep the record of day to day work.

Std VIII

1. Spinning 10 hanks of cotton yarn on a spinning wheel and making a towel from it.
2. Information about the entire process of weaving - e.g. Winding off (unwinding) the yarn, warping, applying starch to yarn/warps, stretching the wraps along the loom, weaving etc.
3. Different kinds of looms, their parts, uses, repairs, assembly and care.
4. The study of all the operations related to weaving.
5. Formula related to weaving.
6. To judge the quality the texture of the cloth and determine its price.
7. To get acquainted with the improved equipment for weaving - e.g. Powerloom (To pay a visit to a factory to observe powerlooms.)

Activity 2 : Clothes for a family.

Scope :- This unit of the curriculum will create anawareness among the students. Which will result into their basic orientation with regard to making clothes for the family and taking care of them. This in turn will prepare them for different vocations such as tailoring, cloth designing, textile and laundry after Std X and +2 level.

Std VI

A - Tailoring

1. Kinds of clothes use by the people in the state and out side the state (men, women, boys, girls etc.)
2. Kinds of textile materials available in the market, their uses, price and basic properties.

3. Mending Clothes :- turning and sewing down the edges, sewing simple and press buttons, hooks, eyelets etc. (on a garment)

4. To sew a 'Żable' (the simplest baby frock without sleeves, usually for infants) - minimum hand sewing, putting a string or closing with stitches and using fastners.

5. To sew a 'Janghia' (Knickers)

   (a) Drafting -

   i. Drawing an outline on paper according to the measurements.

   ii. To get information of the tools and material necessary for drawing the outline.

   iii. Understanding the difference between the vertical and horizontal cloth (length and breath of cloth)

   iv. Taking extra cloth for making pleats.

   v. Cutting the cloth along the out line.

   vi. Keeping in mind certain minute details while drawing the figure - e.g. to keep the margin for sewing while measuring the cloth.

   (b) Sewing -

   i. Preparing the cloth for sewing - soaking it in water, drying, groning.

   ii. Transfering the draft on the cloth.

   iii. Cutting the cloth along the out line.

   iv. Getting information about circular sewing and sewing the open ends.

6. Washing - (Small clothes, handker chiefs, socks, Under garments, Kitchen clothes)

   (a) Selection of tools and material for washing.

   (b) Sequence in washing process (steps)

   i) Sorting out the clothes - White/Coloured

   ii) Soaking

   iii) Rubbing

   iv) Rinsing

   v) Wringing

   vi) Drying

   vii) Groning

B - Embroidery -

Simple decorative stitches e.g. stem stitch lazy dairy stitch, herting bone stitch, chain stitch.

C - Knitting -

Knitting a scarf or a muffler.

1. To cast on stitches.
2. Uses of basic stitches such as 'Knit', 'Puri' and 'garter'.
3. Casting off.

Std VII

A - Tailoring-

1. Sewing machine - its use, various parts, its care and maintainance.
2. Sewing a pillow cover
   i. Taking a measurements of a pillow.
   ii. Selecting cloth
   iii. Cutting and sewing.
   iv. Decorating the pillow cover.
3. Sewing a petticoat (for wearing under a frock)
   i. Selection of cloth
   ii. Drafting
   iii. Transfering the draft on the cloth
   iv. Cutting
   v. Stitching and dart placing
   vi. Joining shoulder straps.
   vii. Finishing.
4. Stitching trousers
   i. Selection of the cloth.
   ii. Drafting
   iii. Transfering the draft on the cloth.
   iv. Cutting
   v. Stitching

vi. Finishing

5. Care and maintenance of cotton clothes.

   (a) Selection of tools and material (Soap Powder, Whitening agent/Powder, Starch Powder)

   (b) Washing Clothes

   i. Sorting out

   ii. Mending

   iii. Soaking

   iv. Rubbing

   v. Rinsing

   vi. Starching

   vii. Groning

   (c) Storage of cotton clothes.

B - Embroidery -

Cross stitch, french knot, button hote stitch, double knot.

C - Knitting (Knitting wool on two needles.)

A small woolen sweater, a bonnet and socks for a baby, a woolen muffler.

i. Selection of wool

ii. Selection of a knitting pattern

iii. Knitting

iv. Stitching

v. Finishing and concealing of threads.

Std VIII

A. Tailoring

1. Sewing an 'A' line frock.

   (a) Basic body's block drafting.

   (b) Adapting the block for an 'A' line frock.

   (c) Stitching and finishing.

   (d) To decorate the frock

2. Bush - shirt

(a) Drafting

i. Preparing a paper cutting according to the original measurements.

ii. Preparing the paper cuttings of the collar and sleeves as per the measurements.

(b) Transfering the drafts on the cloth cutting and sewing.

(c) Finishing the bush shirt neatly

i. Sewing pockets and buttons

ii. Folding in the edges properly.

3. Sewing shorts.

i. To select the cloth

ii. To prepare a paper draft.

iii. To transfer the draft on the cloth

iv. Cutting

v. Stitching

vi. Neat sewing and finishing

4. To estimate the cost of the clothes which are ready - The cost of the material the cost of the accessories, thread/wool etc. which have been used.

5. Using old clothes for making small clothes.

(a) To make use of old large clothes for sewing new small clothes (by cutting off and removing torn and useless parts of old clothes.)

(b) Using the discarded parts (of large clothes) for mending old clothes, Joining them to make a small quilt ('godhadi') and a 'dupate' (a double sheet for holding/wrapping babies)

6. Taking care of synthetic clothes.

(a) i. Selecting mild soap powder.

ii. Preparing soap nut extract and using it as soap.

(b) Sequence in washing process (steps)

i. Sorting out white and coloured clothes.

ii. Mending iii. Soaking

iv. Rinsing

v. Groning (on low heat)

(c) Storing the clothes.

(B) Embroidery

Learning stain stitches with single thread

(C) Knitting.

1. Socks and gloves, selection of wool, casting on, knitting, casting off, finishing and concealing of threads.
2. Using the left over extra wool of different colour to make various woolen articles.

Activity 3 - Sewing, Embroidery, and Knitting

Std VI

Tailoring

1. To practice hemming (french knots) and gathering.
2. Cutting samples of a skirt, a petticoat, a vest, a shirt and a sleaveless vest.
3. Cutting and sewing a skirt or a petticoat.

Embroidery

1. Practising feather stitches, simple hemming stitches, blanket stitches or button hole stitches.
2. To embroider and design on a shoulder bag or a purse (batva)

Knitting

Knitting a pair of socks or a crochet bunting for a door ('toran')

Std VII

Tailoring -

1. Practising all kinds of simple stitches.
2. Cutting paper samples of a blouse, Knickers, Shorts, Trousers.

3. Cutting designed 'dupatte' (a baby blanket) a baby suit (shirt and shorts), a simple blouse, a blouse with collar, sewing any two of those clothes.

Embroidery

1. Practising Satin Stitches, double knots and french knots.
2. Making cover for stool or a 'Mahirap' (an ornamental arch for the door.)

Knitting

To Knit a sleeveless sweater or make a small handkerchief in crochet work (as a sample)

Std VIII

Tailoring -

1. Cutting a sample of each clothing item by drawing its measurements and the figure on paper.
2. Learning to use the chest measurement to find out other proportionate measurements.
3. Methods of findings out how much cloth will be required for each clothing item given in measurements.
4. To get information as to which cloth material is suitable for which kinds of clothes.
5. To get information of the process which the cloth has to under go before it is ready for sewing.
6. To gather general information the tools and material requirement for sewing and of their durability.
7. Uses of a sewing machine, its care and maintenance.

Practicals -

To sew any four clothing articles from the following list.

1) A small frock 2) A frock with frills 3) A blouse/shirt and 'Salwar' 4) Shirt 5) A bush-shirt 6) Shorts.

Embroidery

Collecting samples of embroidery work for blouse, pillow cover, table cloth.

Knitting

To knit a sweater with sleeves or to crochet either a large handker chief or two meters of lace.

Activity 4 - Coir Work

Std VI

1. To get information about the trees which give us coir.
2. Extracting fibres from these trees, making strings.
3. Making at least two neat and trim brooms from palm-fronds (coconut and toddy palm).
4. Making atleast two mats with ornamental designs from the fronds of coconut palms.
5. Making a thick coir rope (10 meters)
6. Getting information about the coir articles used in the neighbourhood.
7. Making fans from the fronds of toddy palms.
8. Making 15 metres of coir string with ones hands, and 15 metres on the machine.
9. Dyeing coir, making a door mat with a design on it.
10. Making useful articles from waste coir (a cushion for the chair, a duster etc.)
11. Making a ladle or some other useful vessel from coconut shells.
12. Making two ornamental and attractive articles.
13. To colour attractively the articles which have been made.
14. To estimate the expenditure incurred in making the articles and fix up their sale price, to arrange an exhibition of these aritlces and sell them.

Std VII

1. Getting information about how to increase the production of coir in the given local circumstances.
2. To take a note of necessary coir articles and plan the production accordingly.
3. To make 15 metres of coir string (paying attention to the skill as well as the speed.)
4. Dyeing coir and coir string.
5. Dyeing coir strings of various thickness on a coir wheel. ('Charakha')
6. Making decorative articles such as a flower pot and a platter from coconut shells.
7. Making useful articles from waste coir (e.g. a mattress, a seat)

8. To calculate the cost of the articles that have been made.
9. To arrange an exhibition and give information regarding these articles to the people in the surrounding area.
10. To sell the articles.

Std VIII

1. The method of preparing coir.
2. Methods of making strings from coir.
3. Kinds of Strings.
4. Parts, functions and care of the coir wheel ('charakha') on which strings are made.
5. Information about the articles to be made from coir.
6. Information about the tools required for making these articles.
7. Making coir - rolls ('pelu')
8. Making a door mat of coir string.
9. Making a carpet of coir string (50 cms x 30 cms)
10. Making a coloured carpet from coir.
11. Making a bag of coir string.
12. Making a pillow from waste coir.
13. Extracting fibres from a banana stem, making pot hangers from them, making various show pieces.

Area - Shelter

Activity 1 - Paper work, Card board work, and book binding.

Std VI

1. Preparing out lines of the articles to be made.
2. Making models of a house, cubes and cones using thick brown paper.
3. Making Lanterns (Akash diva) in various geometrical designs for Diwali
4. To make bags for keeping specimens of drawings.
5. Making neat and trim files.
6. Simple sewing (book binding)
7. Preparing old note books and answer sheets.
8. Preparing packing material such as boxes and match box cases/wrappers.

9. Selling the articles which have been made.
10. Preparing starchy binder (paste)

Std VII

1. Making models of a model house, a school building and a classroom.
2. To prepare a folio having cloth cover.
3. Making a simple book for index section wise.
4. Preparing a binding case for a magazine or periodical.
5. Putting an attractively coloured cover on a book.
6. Making a flower pot, a hexagenal platter and a drum of richly coloured gorgeous paper.
7. To make and sell flowers.
8. To maintain sequential and scientific record of the work that has been done.
9. To keep accounts of the raw materials, their cost and the cost of the finished products.
10. Names of the tools and implements that have been used, their functions, the ways of handling them and their care.
11. To note down information about the paper card board and the cloth which have been used, their sizes, kinds etc at the time of the respective activity.
12. Preparing starchy binder (Paste)

Std VIII

1. To acquaint the students with the history of ancient and modern methods of storing knowledge. 'The book is an important means for obtaining knowledge' e.g. stone tablets, inscriptions on copper plates, writings on palm leaves and the bark of brich trees. Invention of paper, the stages before paper was invented, attractive volumes bound in excellent paper, various methods of manufacturing paper, the countries which produce such papers its differnt formats of books, their uses, the importance of printing industry.
2. Material and equipment necessary for book binding, their selection the method of handling them, their frugal use.
3. Tools to be used for book binding, their selection and their frugal use.
4. Specific properties of different adhesive substances (binders) - to prepare paste and glue, their uses, the material required to prepare them.

5. To fold the papers carefully.
6. Compling of forms, cutting, section stitching, various methods of section stitching use of a vice.
7. To prepare a letter pad and a diary.
8. Rebinding an old book, removing the threads of the old book carefully and stitching the pages again, simple sewing, attaching the binding cloth to the spine, trimming, after the book drives.

   To prepare answer books to stitch an exercise book (by simple sewing) and to attach card sheets to cover it.
9. To prepare a photoalbum.

Activity 2 : Bamboo Work.

Std VI

1. To inspect the bamboo being used in the surroundings and to plan the articles to be made from it in the school.
2. To keep a record of this work.
3. To make some more models and attach them to the sample book.
4. To make a specific kind of basket, using thread and bamboo.
5. To gather information about repairing broken or torn bamboo articles e.g. base of a basket.
6. To select proper colour combinations and colour the articles which are ready.
7. Fixing the price after considering the expenditure.
8. To arrange an exhibition.
9. To sell the articles which are ready.

Std VII

1. To collect information about the cultivation and production of bamboo.
2. To collect information about the local circumstances how far they are favourable for earning one's income.
3. Gathering information about joinery by actually doing the work of joinery.
4. Repairing simple articles e.g. a basket, a small flower basket, winnowing basket etc.

5. Weaving baskets - First to weave the base of a medium sized basket and to complete it.
6. Making round and square mats, fans
7. To practice to interweave simple designs in the articles which have to be made.
8. To make a square box with a lid.
9. To note down in a note book the procedure followed in making the articles.
10. To estimate the expenditure incurred in making these articles.
11. To arrange an exhibition.
12. To sell the articles.

Std VIII

1. To know the properties of bamboo.
2. To get scientific knowledge of the sources of raw material for bamboo work and the production and storage of banboo.
3. The tools required for bamboo work to use a small saw, an odze, a pen knife, knives (small and large) and a file.
4. To calculate the cost of the aritcles which have been made.
5. To colour the articles which are ready.
6. To weave a coloured mat (180 cms x 90 cms)
7. To make a large bamboo basket, a small basket for flowers and a flute.
8. To make the following articles : a bamboo rattle, fruit baskets, a square or a round bamboo fan, a winnower (winnowing basket), a calander, flower pots, a hen coop.
9. Using a basket as a pot for plants.
10. To estimate the cost of production (including the raw material and labour)
11. To arrange an exhibition of the articles that have been made and sell them.

Activity 3 : Cane Work.

Std VI

1. To inspect the cane being used in the surroundings and to plan the articles to be made from it in the school.

2. To make some more models and attach them in the sample book.
3. To make a specific kind of cane basket.
4. To repair broken or torn cane articles. e.g. backs of chairs, base of a basket.
5. To colour the articles, using proper colour combinations.
6. To make cane 'thalis' (plates with raised edges)
7. Fixing the (sale) price after considering the expenditure.
8. To arrange an exhibition.
9. To sell the articles.

Std VII

1. To gather information about the cultivation of cane.
2. To rapair / mend simple articles.
3. Weaving and joinery work.
4. To weave the cane baskets, to weave the base, to try to produce neat and trim articles.
5. To make round and square mats and fans.
6. To practise to interweave simple designs in the articles being made.
7. To make a square box with a lid using bamboo and cane.
8. To note down in a note book the planning and the procedure followed in making the articles.
9. To arrange an exhibition of the articles that have been made.
10. To sell these articles.

Std VIII

1. To know the properties of cane.
2. To get scientific knowledge of the sources of raw material for cane work and the production and the storage of cane.
3. The tools required for cane work - using a small saw, an odze, a pen knife, knives (small and large) and a file.
4. To calculate the cost of the articles that have been made.
5. To colour the articles which are ready.
6. To make a fruit basket of cane e.g. a round or a square basket.

7. To repair the broken or torn cane articles.
8. To make cane 'thalis' (plates with raised edges)
9. Making round and square articles.
10. Repairing chairs (backs and seats)

Activity 4 : Wood Work

Std VI

1. To know different kinds of wood.
2. To prepare a draft of the article to be made including the scale and all the measurements.
3. To sharpen the tools.
4. To prepare the following joints : half lap/ whole wood, half dove tail, mortise and tenon
5. To make a wooden tray, the blocks for Lamps, folding pegs a book shelf and a pencil box.
6. To apply glue, to pay attention as to make articles neat and trim, to gloss over and polish the articles.
7. To arrange an exhibition of the articles that have been made and to sell them.

Std VII

1. To know different kinds of wood.
2. To gather information about preserving wood.
3. To prepare drafts of the articles to be made including the scale and all the measurements.
4. To sharpen the tools.
5. To prepare dove tail and dowel pin joints.
6. To make any three articles from the following a photo frame, a shelf, a folding poat (a slightly raised wooden board used as a seat) and a 'polpat' (a circular raised and smooth board for rolling 'chapaties' or bread)
7. To apply glue to the articles which are ready to pay attention to make the articles neat and trim and to polish them.
8. To paint the articles.
9. To arrange an exhibition of the articles that have been made and to sell them.

Std. VIII

1. To get acquainted with various binding mediums such as glue, fevicol, as also joints, nuts, bolts and nails.
2. To make use of a plane, a wood lathe and fret saw.
3. To make articles like a stool tray, a mirror frame, a pelmet, a decorative flower pot, a simple chair and toys, by combining the skills in wood work and turning (on a lathe)
4. To get acquainted with paints, varnish and lacquer.
5. To make the following articles : a top, "Tiparees', (short, round, thick and smooth sticks used in folk dances), the handle of a 'lezim' handles for a skipping rope, a 'polpat', a rolling pin (Latane') a small black board, a duster, a hanger, and a rectangular paper weight.
6. To arrange an exhibition of the articles which are ready, and to sell them.

Activity 5 : Flower Gardening.

Note : While planning the activity of flower gardening for Stds. VI, VII and VIII the following varieties of seasonal flowers, especially those which are in demand in the local market, should be kept in mind : marigolds, roses, chrysamthemums, tube roses, various types of Jasmine, balsam, hibiscus, oleander, 'champa', phlox, pinks, canna and asters.

Std. VI

1. To prepare the soil for the cultivation of those flowering plants which are grown from cuttings.
2. To mix the manure properly in the soil.
3. To select and collect the cuttings for flowering plants.
4. To plant cuttings.
5. To water the plants.
6. To spread insecticides in case a flowering plant is affected by some disease.
7. To make use of various fertilizers.
8. To take care of tools and implements, fertilizers, insecticides.
9. Pots should be used for the cultivation of flowering plants.

Std. VII

1. To make beds suitable for different kinds of flowering plants.
2. To grow seedlings.
3. To transplant the seedlings.
4. To water them.
5. To add fertilizers.
6. To carry out practical work for the following methods of vegetative propagation: air layering approach grafting, layering, budding.
7. To make use of fertilizers.
8. To spray insecticides.
9. To prepare compost.
10. To arrange an exhibition of the flowers to sell the flowers and the cuttings.
11. Pots should be used for the cultivation of flowering plants.

Std. VIII

1. Cultivation of flowering plants - the defination their uses and necessity.
2. Selection of the site, the principles - underlying such selection.
3. (a) To know and understand the importance of medium for the cultivation of seedlings/ plants, various kinds of media, their specific uses.

   (b) To know about various methods of pot culture, selection of pots and the method of filling them.
4. To know the constituents of food necessary for the growth of plants (e.g. air, heat, water, food) their properties proportion and effects.
5. To observe the constitutents of food necessary for plants their kinds and properties, their uses and their effect on the growth of plants.
6. Cultivation of plants according to seasons/ to cultivate various flowering, plants (e.g. croton) fruit trees and green vegetables.

   (a) Rainy season - June to Sept.

   (b) Winter - October to January

   (c) Summer - February to May.
7. Manures and fertilizers to use them.

8. To identify the pests and diseases of the plants and to use pesticides and insecticides.

9. To keep record of day to day work in a diary and maintain accounts. It is expected that each pupil, opting for the activity of pot culture should cultivate at least one vegetable crop and one flowering plant and should make use of the 'pot culture' for class decoration as well as production. Each pupil is also expected to keep accounts of production and expenditure.

Note : Students may (also) select a productive activity from the additional areas suggested below.

Additional Areas of work experience.

(For Std. VIII)

1. Preservation of fruits.

1. To preserve fruit juice.
2. To dry the fruits.
3. To salt them.
4. To make fruit jams.
5. To make use of refrigerator.
6. Canning.
7. Fermentation.

Each student should select one job from each of the above topics for practical work. Students should also make use of the products they have prepared.

2. Doll - Making

1. A rabbit
2. A dog
3. An elephant.
4. A squirrel
5. A marwari Woman
6. A Maratha woman
7. A punjabi Woman
8. A Manipuri Woman.

(3) Puppetry

1. A hand made puppet, specimen No. 1 (a glove puppet)
2. A hand made puppet, specimen No. 2
3. A stick puppet
4. A marionette
5. Head of the puppet.
6. Costumes and other accessories.
7. Birds and animals.
8. The stage
9. The stage propery (equipment required for setting the stage).

(4) Fret work.

1. Geometrical measurements (To cut a triangle, a circle, a square)
2. To cut a design.
3. To cut a board for picture.
4. To make toys.
5. To make scientific instruments.
6. To make models.

(5) Maintenance and Repairs of Bicycle.

1. Getting acquainted with different parts of a bicycle.
2. Oiling and cleaning.
3. To locate and mend a puncture.
4. To find out defect in a wheel and repair it.
5. To fit the front brake lever
6. To fit the seat.

(6) Maintenance and Repairs of Electrical Appliances.

1. To know the basic principles of electricity.
2. To gather information about the tools required for maintenance and repairs of electrical appliances.

3. Gathering information about the precautions to be taken while handling the tools, and dealing with electric current.
4. To get information about the treatment for electric shock.
5. Individual work related to the following jobs.
   (i) Making the connection (wiring and the fuse set) for operating a lamp with a single pole switch.
   (ii) Connecting two lamps - (1) in series and (2) in parallel, operating them from one place with one switch to observe the results.
   (iii) To make a test board having a two way switch, a two pin-plug socket, a fuse bridge, and a lamp holder.
   (iv) To test an electric bell, a buzzer and to remove mechanical or/and electrical faults therein. If necessary the student should rewind the coil (the magnetic coil)
   (v) To test household appliances such as electric iron, electric hot plate, kettle, immersion heater, a gas lighter and to see if they are in proper working condition. To replace a part if necessary. If possible to carrect the fault by reconstructing/ rearranging the original part in the appliance.
   (vi) To use a three pin plug and the socket for single phase power supply in the household appliances where earthing is necessary.
   (vii) To read a household electricity meter and to estimate the cost of electricity consumed in using a particular appliance.

(7) Maintenance and Repairs of stoves.

1. To know the basic principles under lying the working of a stove.
2. To maintain and repair a stove.
3. To gather information about various types of household stoves.
4. To gather information about various tools required for maintenance and repairs of stove.
5. To get information about the first aid for burns.
6. To get information about the safety precautions to be taken while repairing a stove.
7. Individual job work in respect of the following practicals.
   (i) To separate various parts of a pressure stove to clean and reassemble them.
   (ii) Repairs of the following parts of pressure stove.

(a) To repair the 'washer' between the cup and the air pump.

(b) To clean and change the nipple.

(c) To clean and change the burner.

(d) Soldering to stop the leaking tank of a stove and to check the leakadge by testing the working of the stove.

(iii) Repairs of the following parts of a gas stove.

(a) Cleaning the burner.

(b) Cleaning the nozzle with a pin.

(c) To locate the leaking spot and to stop the leakage.

(iv) To change the wicks of a wick-stove and clean it to check the tank for a leaking spot and to stop the leakage.

(v) Repairing the parts of an electric stove.

(a) To stop the leakage by insulating the body from the element. To do proper earthing for the same.

(b) To replace the element.

(vi) Repairing a blow lamp (Similar to the pressure stove).

(vii) General precautions to be taken while using all types of stoves.

(8) Elementary Introduction to Electronics.

1. Atomic structure of matter, atoms, electrons, positive and negative charge.
2. Conductor and non-conductor.
3. Electromotive force - Its unit - Voltage.
4. Electric current - Its unit - Ampere
5. Electric - resistance - Its unit - Ohm - Ohms law.
6. The direction of electric current - A.C., D.C.
7. Circuit diagram
8. Capacitor/ Condenser - Its types.
9. Structure and function of a diode.
10. Transistor NPN, PNP.

Practicals :

1. Electric circuit

2. The series and the parallel connections - resistance, condenser.
3. Measuring electric current and electrical force - ammeter and voltmeter
4. Diode - action
5. Function of transistor.
6. Function of a capacitor using transistor.

(9) Elementary Introduction to a computer.

1. What is a computer?
2. History of computer (Generations of computer)
3. To be familiar with the hardwares and peripherals of a computer and to be able to connect and assemble them.
4. Structure of a computer. Information about IC and CHIP
5. Uses of a computer - Computer in man's daily life - to explain this with examples (e.g. reservation for aeroplanes, trains, its use in banks)
6. Limitations of computer.
7. How to handle computer.
   (A) Names and uses of different parts.
   (B) Information about the important keys on the key board their uses e.g. Break, ESC, SPC, RET, etc.
8. How to load the required programme from a disc or a cassette.
9. Precautions to be taken while using a computer, especially in handling a disc or a cassette.
10. Programmes on a computer.
    (a) Basic commands necessary for these programmes.
    (b) Practicals of some programmes based on the mathematics and science of Std. VIII, demonstration of such programmes.
11. Simple and easy Basic Commands.
    (i) Print
    (ii) Input
    (iii) For Next
    (iv) Go To
    (v) If then
    (vi) LET.

परिशिष्ट-१

राष्ट्रीय शैक्षणिक धोरण प्राथमिक शिक्षणाचा पुनर्रचित अभ्यासक्रम

महाराष्ट्र शासन

शिक्षण व सेवायोजन विभाग मंत्रालय, विस्तार भवन, मुंबई ४०० ०३२.
शासन निर्णय क्रमांक-पीटीसी-१०८७/(३५५/८७)/मा. शि.-५,
दिनांक ५ मे १९८९.

संदर्भ :- १) शासन निर्णय, शिक्षण व सेवायोजन विभाग, क्रमांक पीटीसी-१०८६/१३९९३९/(७/८६)/मा. शि.-५, दिनांक ३ मार्च १९८७,

२) संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे यांचे पत्र क्रमांक-राशैधो/आविवि/८७/८८, दिनांक ११ जानेवारी, १९८८.

शासन निर्णय :- राष्ट्रीय शैक्षणिक धोरण १९८६ व या धोरणाची अंमलबजावणी करण्याकरिता केंद्र शासनाने तयार केलेल्या कृती कार्यक्रमानुसार शालेय स्तरावरील अभ्यासक्रमाची पुनर्रचना करण्याचा प्रस्ताव शासनाच्या विचाराधीन होता. प्राथमिक शिक्षणाच्या स्तरावर सध्या इयत्ता १ ते ७ वी मध्ये १९६८ चा सुधारित अभ्यासक्रम प्रचलित आहे. राष्ट्रीय शैक्षणिक धोरण १९८६, या धोरणाच्या अंमलबजावणीसाठी केंद्र शासनाने तयार केलेला कृतिकार्यक्रम, राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषद, नवी दिल्ली या संस्थेने डिसेंबर, १९८५ मध्ये प्रसिद्ध केलेला शालेय स्तरावरील राष्ट्रीय अभ्यासक्रमाचा आराखडा, या पुस्तकामध्ये दिलेल्या मार्गदर्शक तत्त्वांच्या अनुषंगाने प्राथमिक शिक्षणाच्या स्तरावर अभ्यासक्रमाची पुनर्रचना करण्यासाठी शासनाने वरील संदर्भीय शासन निर्णयान्वये संचालक महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे यांच्या अध्यक्षतेखाली एक समिती नियुक्त केली होती. या समितीने तयार केलेल्या अभ्यासक्रमाचा मसुदा राज्यातील शिक्षणतज्ज्ञ, शिक्षक, पालक, शिक्षणक्षेत्रात काम करणाऱ्या विविध संघटनांचे प्रतिनिधी आणि शिक्षण क्षेत्रात रस असलेल्या सर्व व्यक्तींना पाठविण्यात आला आणि त्यांच्या प्रतिक्रिया आजमाविण्यात आल्या. समितीला प्राप्त झालेल्या प्रतिक्रियांवर सखोल चर्चा करून तयार केलेल्या पहिल्या मसुद्यात योग्य ते बदल केले आणि नवीन अभ्यासक्रमाचा अंतिम मसुदा शासनाला दिनांक ११ जानेवारी १९८८ रोजी सादर केला.

२. अभ्ससक्रम पुनर्रचनेसाठी राज्यस्तरावर नियुक्त केलेल्या समितीच्या शिफारशींवर राज्य शिक्षण सल्लागार मंडळाच्या पुणे येथे आयोजित केलेल्या बैठकीत १३ जानेवारी १९८९ रोजी चर्चा झाली. या बैठकीत समितीने सादर केलेल्या अभ्यासक्रमाच्या मसुद्यास मान्यता देणात आली. राज्य शिक्षण सल्लागार समितीने केलेल्या शिफारशींच्या अनुषंगाने, शासन आता सुधारित अभ्यासक्रमास मंजुरी देत असून या अभ्यासक्रमाची अंमलबजावणी खालीलप्रमाणे करण्यास मान्यता देत आहे :-

(१) **अंमलबजावणी** - या अभ्यासक्रमाची अंमलबजावणी जून, १९८९ पासून टप्प्याटप्प्याने प्रतिवर्षी पुढीलप्रमाणे करण्यात येईल.

शैक्षणिक वर्ष		अंमलबजावणीच्या इयत्ता
१९८९-९०	..	इयत्ता १ली.
१९९०-९१	..	इयत्ता २री, ३री, ४थी.
१९९१-९२	..	इयत्ता ५वी, ६वी, ९वी, ११वी.
१९९२-९३	..	इयत्ता ७वी, ८वी, १०वी, १२वी.

(२) **आकृतिबंध** :- १९७५-७६ या शैक्षणिक वर्षापासून राज्यात १०+२+३ हा आकृतिबंध सुरू झाला. १९८६ च्या राष्ट्रीय शैक्षणिक धोरणात पहिल्या दहा वर्षांची विभागणी पाच वर्षांचे प्राथमिक शिक्षण, तीन वर्षांचे उच्च प्राथमिक शिक्षण आणि दोन वर्षांचे माध्यमिक शिक्षण अशी सुचवली आहे. अभ्यासक्रम पुनर्रचना समितीने याप्रमाणे आकृतिबंध बदलण्याची शिफारस केली असून राज्य शिक्षण सल्लागार मंडळाने ही शिफारस मान्य केली आहे. मात्र या शिफारशींची अंमलबजावणी करण्यापूर्वी अंमलबजावणीमध्ये अंतर्भूत असलेल्या प्रशासकीय आणि आर्थिक पैलूंबाबत सखोल विचार होणे आवश्यक आहे. या दृष्टिने अभ्यास करून शिक्षण संचालक, महाराष्ट्र राज्य, पुणे यांनी तसा प्रस्ताव शासनाला सादर करावा. हा प्रस्ताव सादर झाल्यानंतर शासन त्यावर निर्णय घेईल.

(३) **भाषा विषयक धोरण** :- शालेय शिक्षणाच्या आकृतिबंधात बदल होईपर्यंत शासनाचे सध्याचे भाषाविषयक धोरण सुरू ठेवावे. अभ्यासक्रम पुनर्रचना समितीने तयार केलेल्या अभ्यासक्रमाच्या मसुद्यात परकीय भाषा आणि अभिजात भाषांचा समावेश नाही. या भाषांसाठी महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षक मंडळ, पुणे यांनी इ. ८ वी. साठी तयार केलेला अभ्यासक्रम सुरू ठेवण्यात यावा.

(४) **आंतरराष्ट्रीय संख्या चिन्हांचा वापर** :- अभ्यासक्रम पुनर्रचना समितीने अभ्यासक्रमात व सर्व पाठपुस्तकांमध्ये येणारी संख्या-चिन्हे आंतरराष्ट्रीय पद्धतीने लिहावीत अशी शिफारस केली होती. परंतु राज्य शिक्षण सल्लागार मंडळाने या संदर्भात प्रचलित पद्धत या पुढेही चालू ठेवावी अशी शिफारस केली आहे. राज्य शिक्षण सल्लागार मंडळाच्या या शिफारशीनुसार संख्याचिन्हे लिहिण्याबाबतची प्रचलित पद्धत या पुढे सुरू ठेवण्यास शासन मान्यता देत आहे.

(५) **पाठ्यपुस्तके अध्ययन-अध्यापन पुस्तिका** :- इयत्तावार व विषयवार, विद्यार्थ्यांसाठी अध्ययन पुस्तिका वा शिक्षकांसाठी अध्यापन पुस्तिका तयार करण्याची शिफारस मान्य करण्यात येत आहे. विज्ञान व गणित या विषयांची पाठ्यपुस्तके वेगळी तयार करण्याऐवजी राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषदेने तयार केलेली पुस्तके भाषांतरित करून (आवश्यक असल्यास किरकोळ बदल करून) वापरण्यात यावी.

(६) **शिक्षक अर्हता :-** अभ्यासक्रम पुनर्रचना समितीने इयत्ता १ ली ते ५ वी साठी एच्. एस्. सी. डी. एड्., उच्च प्राथमिक स्तरावर प्रशिक्षित पदवीधर व माध्यमिक स्तरावर शालेय विषयातील प्रशिक्षित पदव्युत्तर पदवी अशी शिक्षकांची किमान अर्हता असावी अशी शिफारस केली आहे. ही शिफारस तत्त्वतः मान्य करण्यात येत आहे. या शिफारशीच्या अंमलबजावणीच्या संदर्भात आर्थिक आणि प्रशासकीय पैलूंचा अभ्यास करून शिक्षण संचालक, महाराष्ट्र राज्य, पुणे यांनी आवश्यक तो प्रस्ताव सादर करावा.

(७) **मूल्यमापन पद्धती :-** १ली ते ८वी पर्यन्त विद्यार्थ्यांच्या प्रगतीचे अंतर्गत व सातत्याने मूल्यमापन केले जावे. कोणत्याही विद्यार्थ्याला एक वर्षापेक्षा जास्त काळ थांबविले जाऊ नये. इयत्ता ८ वीच्या शेवटी सार्वजनिक परीक्षा घेण्यात यावी. ही शिफारस तत्त्वतः मान्यता करण्यात येत आहे. या शिफारशीच्या अंमलबजावणीसाठी सविस्तर प्रस्ताव शिक्षण संचालक, महाराष्ट्र राज्य, पुणे यांनी शासनाला सादर करावा.

३. १९८९-९० या शैक्षणिक वर्षापासून माध्यमिक व उच्च माध्यमिक स्तरावर अभ्यासक्रमाची पुनर्रचना करण्यासाठी महाराष्ट्र राज्य माध्यमिक व उच्चमाध्यमिक शिक्षण मंडळ, पुणे यांनी त्यांच्या स्तरावर तात्काळ कार्यवाही सुरू करावी.

महाराष्ट्राचे राज्यपाल यांच्या आदेशानुसार व नावाने,
व. अ. काळपांडे,

विशेष कार्य अधिकारी.

प्रति,
शिक्षण संचालक, महाराष्ट्र राज्य, पुणे.
संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

परिशिष्ट - २

अभ्यासक्रम समिती (प्राथमिक शिक्षण)

राष्ट्रीय शैक्षणिक धोरण

महाराष्ट्र शासन,
शिक्षण व सेवायोजन विभाग,
मंत्रालय, विस्तार भवन, मुंबई - ४०० ०३२,
क्रमांक पीटीसी १०८६/१३९९३९/(७/८) मा. शि. - ५. दि. ३ मार्च १९८७

वाचावे : संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे यांचे क्रमांक-राशैधो/अभ्यासक्रम वि वि/४०७३८, दिनांक १३-१०-१९८६ चे पत्र.

शासन निर्णय :- राष्ट्रीय शैक्षणिक धोरण १९८६ व या शैक्षणिक धोरणाची अंमलबजावणी करण्याकरिता केंद्र शासनाने तयार केलेल्या कृती कार्यक्रमानुसार शालेय स्तरावरील अभ्यासक्रमाची पुनर्रचना करणे आवश्यक आहे. महाराष्ट्र राज्यात इयत्ता १ ते ७ मध्ये सध्या १९६८ चा सुधारित अभ्याक्रम प्रचलित आहे. या अभ्यासक्रमाची १९८० मध्ये पुनर्रचना करून या पुनर्रचित अभ्यासक्रमावर झालेली चर्चा व प्रतिक्रिया लक्षात घेऊन इ. १ ली ते ७ वी च्या अभ्यासक्रमांचा मसुदा महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषदेने १९८२ मध्ये तयार केला. आता या मसुद्याची १९८६ च्या राष्ट्रीय शैक्षणिक धोरणानुसार पुनर्रचना करणे आवश्यक आहे,

२. महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषदेने १९८२ मध्ये तयार केलेल्या अभ्यासक्रमाच्या मसुद्याचे राष्ट्रीय शैक्षणिक धोरण १९८६, राष्ट्रीय शैक्षणिक धोरणाच्या अंमलबजावणीसाठी केंद्र शासनाने तयार केलेला कृती कार्यक्रम, राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषद, नवी दिल्ली या संस्थेने डिसेंबर, १९८५ मध्ये प्रसिद्ध केलेला "प्राथमिक आणि माध्यमिक शाळांसाठी राष्ट्रीय अभ्यासक्रमाचा आराखडा" या पुस्तिकांमध्ये दिलेल्या मार्गदर्शक तत्त्वांच्या आधारे महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषदेने अधिकाऱ्यांचे विषयवार गट नियुक्त करून मसद्यांचे पुनर्विलोकन, करावयाचे आहे. आता या मसुद्याचे पुनर्विलोकन करण्यासाठी संबंधित विषयातील तज्ज्ञ व प्राथमिक शिक्षक यांची परिशिष्ट "अ" मध्ये दिल्याप्रमाणे अभ्यासक्रम समिती नियुक्त करण्यास शासनाची मान्यता देण्यात येत आहे.

३. या समितीची मुदत पहिल्या बैठकीच्या दिनांकापासून तीन महिन्यापर्यंत असेल. या समितीच्या बैठकीस उपस्थित राहण्यासाठी अशासकीय सदस्यांना लागणाऱ्या प्रवास खर्चासही शासनाची मान्यता देण्यात येत आहे. या प्रीत्यर्थ होणारा खर्च "२७७-शिक्षण-ए-सर्वसाधारण बाबी प्रशिक्षण (अ) शिक्षकांचे प्रशिक्षण" या शीर्षाखाली खर्ची टाकण्यात यावा व वरील शीर्षाखाली केलेल्या तरतूदीतून भागविण्यात यावा.

४. हे आदेश वित्त विभागाच्या संमतीने व त्यांच्याकडील अनौपचारिक संदर्भ क्रमांक सीआर-१५४/८७ व्यय ५, दिनांक ३-२-१९८७ अन्वये निर्गमित करण्यात येत आहेत.

महाराष्ट्राचे राज्यपाल यांच्या आदेशानुसार व नावाने,

सही

(सी. न. चित्रे)

कक्ष अधिकारी, महाराष्ट्र शासन.

प्रत :-

१. शिक्षण संचालक, महाराष्ट्र राज्य, पुणे-१.
२. संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे ३०,
३. महालेखापाल-१, मुंबई.
४. कोषागार अधिकारी, पुणे.
५. संबंधित शासकीय/अशासकीय सदस्य-(संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे यांचेमार्फत).
६. शिक्षण व सेवायोजन विभाग, कार्यासन बीयुडी-२.
७. वित्त विभाग, (इएक्सीपी ५).
८. निवड नस्ती, कार्यासन माशि-५.

परिशिष्ट "अ"

शासकीय सदस्य

अध्यक्ष

१. श्री. व. रा. नागपुरे,
संचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद,
पुणे.

सदस्य

२. श्री. ऋ. स. जांभुळे,
संचालक (शिक्षण)
महाराष्ट्र राज्य, पुणे.

सदस्य

३. श्री. पं. तु. महाजन,
शिक्षण संचालक (प्रौढशिक्षण),
प्रौढ शिक्षण संचालनालय,
महाराष्ट्र राज्य, पुणे.

४. श्री. सु. न. इंगोले, — सदस्य
संचालक, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे.

५. श्री. गु. स. परदेशी, — सदस्य
अध्यक्ष, महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, शिवाजीनगर, पुणे.

६. श्री. का. के. डाहुले, — सदस्य-सचिव
सहसंचालक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

७. श्रीमती मृणालिनी जोशी,
अ. वि. वि. महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

परिशिष्ट "ब"

अशासकीय सदस्य

प्रथम भाषा

८. डॉ. यु. म. पठाण,
मराठी विभाग प्रमुख, मराठवाडा विद्यापीठ,
टाऊन हॉलजवळ, आनंदनगर, घाटी, औरंगाबाद, ४३१ ००१.

९. श्रीराम नथुजी पेठे,
मुख्याध्यापक, जिल्हा परिषद, पूर्व माध्यमिक शाळा.
कोळ विहीर, अमरावती (तालुका मोर्शी).

दुसरी भाषा (हिन्दी)

१०. श्री. गो. मा. दाभोळकर,
बालमोहन विद्यामंदिर, दादर, मुंबई-२८.

११. श्री. इसरु भीमराव मडावी
नवरगाव, किनवट (नांदेड).

तृतीय भाषा

१२. श्री. मो. शि. रेगे,
बालमोहन विद्यामंदिर, दादर, मुंबई-२८.

१३. श्री. एम. ए. खान,
सहायक शिक्षण उपसंचालक,
उपसंचालक कार्यालय, अमरावती.

गणित

१४. प्राचार्य, बी. बी. शिंदे
बलभीम कला, विज्ञान व वाणिज्य महाविद्यालय,
बीड.

१५. श्री. व्ही. आर. देशमुख,
मु. पो. ता. वरुड, जि. अमरावती.

परिसर अभ्यास

१६. श्रीमती लता करीम
कापडीया अध्यापक विद्यालय,
मुंबई (विलेपार्ले), मुंबई-५६.

१७. श्री. भास्करराव दत्तात्रय पेडगावकर,
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पोलीस परेड ग्राऊंडजवळ, परभणी, जि. परभणी.

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मु. पो. खिरोदा, ता. रावेर, जि. जळगाव.

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२०. श्रीमती सरोजिनी गंगथडे,
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पुसद, जि. यवतमाळ.

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सहशिक्षक, जिल्हा परिषद, प्राथमिक शाळा,
अंगवान (मोथापाडा) डहाणू-ठाणे.

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आर्वी, वर्धा.

कला-संगीत

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एस. एन. डी. टी. महाविद्यालय,
कर्वे रोड, पुणे (संगीत)

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सहाय्यक निरीक्षक कला परीक्षा
जे. जे. स्कूल ऑफ आर्टस्
मुंबई (चित्रकला).

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नागपूर.

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कार्यवाह, महाराष्ट्र राज्य कार्यानुभव
अध्यापक महामंडळ, पटवर्धन हायस्कूल, रत्नागिरी.

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मु. पो. बडद, ता. साकोली, जि. भंडारा.

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अभ्यासक्रम-पुनर्रचना समितीच्या विषयावर कार्यगटांचे सदस्य

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(२) श्री. श्रीराम नथुजी पेठे, कोळविहिर, ता. मोर्शी, जि. अमरावती.	अशासकीय सदस्य
(३) डॉ. भालचंद्र फडके, पुणे.	एस. एस. सी. बोर्ड
(४) श्री. नी. र. सहस्त्रबुद्धे, मुंबई.	एस. एस. सी. बोर्ड
(५) श्रीमती मृणालिनी जोशी, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(६) श्री. प्रकाश कुलकर्णी, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(७) श्री. पां. शि. शेवाळे, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(८) श्री. बी. के. अन्सारी, पुणे.	पाठ्यपुस्तक मंडळ
(९) श्री. के. एस. हेगडे, पुणे.	पाठ्यपुस्तक मंडळ
(१०) श्री. के. के. लुल्ला, पुणे.	पाठ्यपुस्तक मंडळ
(११) श्री. बी. जे. दवे, मुंबई.	पाठ्यपुस्तक मंडळ
(१२) श्रीमती प्रमिला कुलकर्णी, पुणे.	निमंत्रक,म. रा. शै. सं. प्र. प., पुणे
(१३) डॉ. सुनंदा एडके, पुणे.	स्वीकृत सदस्य, पुणे.

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(१) श्री. गो. मा. दाभोळकर, मुंबई.	अशासकीय सदस्य
(२) श्री. इसरू भीमराव मडावी, नवरगाव.	अशासकीय सदस्य
(३) प्रा. ने. ब. गुंडे, सांगली.	एस. एस. सी. बोर्ड
(४) श्रीमती ज्योती गोसावी, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(५) श्रीमती शैलजा गोळे, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(६) श्री. स्वामीनाथ सिंह, पुणे.	पाठ्यपुस्तक मंडळ, पुणे
(७) श्री. दि. कृ. जपे, पुणे.	निमंत्रक, म. रा. शै. सं. प्र. प., पुणे
(८) श्री. ब. का. विप्रदास, पुणे.	स्वीकृत सदस्य
(९) डॉ. ग. ना. साठे, पुणे.	स्वीकृत सदस्य
(१०) श्री. ज. गं. फगरे, पुणे.	स्वीकृत सदस्य

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(१) श्री. एस. बी. चांदेकर, औरंगाबाद.	स्वीकृत सदस्य
(२) श्री. मो. शि. रेगे, मुंबई.	अशासकीय सदस्य
(३) श्री. एम. ए. खान, नागपूर.	अशासकीय सदस्य

(४) श्री. म. दि. राव, बोदवड.	एस. एस. सी. बोर्ड
(५) प्रा. सु. म. देशपांडे, चाळीसगाव.	एस. एस. सी. बोर्ड
(६) श्री. डी. व्ही. बंडेगिरी, औरंगाबाद.	स्वीकृत सदस्य
(७) श्री. व्ही. व्ही. गोऱ्हे, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(८) श्री. व्ही. एम. गायकवाड, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(९) श्रीमती धनवंती हर्डीकर, पुणे.	पाठ्यपुस्तक मंडळ, पुणे
(१०) श्रीमती माधवी पानसे, पुणे.	स्वीकृत सदस्य
(११) श्रीमती अनिता राजगुरू, पुणे.	स्वीकृत सदस्य
(१२) श्रीमती सुलक्षणा पाठक, पुणे.	स्वीकृत सदस्य
(१३) श्रीमती शैलजा सोनटक्के, पुणे.	स्वीकृत सदस्य
(१४) श्रीमती शालिनी बापट, पुणे.	निमंत्रक, म. रा. शै. सं. प्र. प., पुणे.

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(३) प्राचार्य ना. ज्ञा. शिंदे, कराड.	एस. एस. सी. बोर्ड
(४) प्रा. स. शं. कहाळेकर, अंबाजोगाई.	स्वीकृत सदस्य
(५) श्रीमती मालती जोग, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(६) श्री. एन. बी. चांडोले, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(७) श्री. डी. आर. हल्याळ, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(८) श्रीमती मेधा जोशी, पुणे.	म. रा. शै. सं. प्र. प., पुणे

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(४) श्री. मु. मा. गोरे, पुणे.	स्वीकृत सदस्य
(५) श्री. एन. बी. चांडोले, पुणे.	निमंत्रक, म. रा. शै. सं. प्र. प., पुणे

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(५) श्री. गोविंद बाळ सराफ, पुणे.	एस. एस. सी. बोर्ड
(६) श्री. प्र. य. दातार, नागपूर.	एस. एस. सी. बोर्ड
(७) श्री. दे. म. सांबरे, औरंगाबाद.	एस. एस. सी. बोर्ड
(८) श्रीमती कुसुम बेदरकर, पुणे.	स्वीकृत सदस्य
(९) श्री. उल्हास बापट, पुणे.	स्वीकृत सदस्य
(१०) श्रीमती शकुंतला अहिरे, पुणे.	पाठ्यपुस्तक मंडळ
(११) श्रीमती मीना आडकर (पानवलकर), पुणे.	(निमंत्रक) म. रा. शै. सं. प्र. प. पुणे
(१२) श्री. शा. गो. सायगावकर	म. रा. शै. सं. प्र. प., पुणे

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(३) श्री. ए. जी. अवस्थी, पुसद.	एस. एस. सी. बोर्ड
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(५) श्री. चंद्रकांत तळवेलकर, धुळे.	स्वीकृत सदस्य
(६) श्री. वा. ब. ओतूरकर, पुणे.	स्वीकृत सदस्य
(७) श्री. संभाजी सावंत, रत्नागिरी.	स्वीकृत सदस्य
(८) श्री. दि. ग. अमृते, मुंबई.	स्वीकृत सदस्य
(९) श्री. बी. डी. मोहिते, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(१०) श्री. एस. ए. पाटील, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(११) श्रीमती सावित्री खोले, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(१२) श्रीमती एम. एन. शेटे, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(१३) श्री. य. ल. महाजन, पुणे.	निमंत्रक, म. रा. शै. सं. प्र. प., पुणे
(१४) श्री. भा. ल. जेऊरकर	एस. एस. सी. बोर्ड

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(१) डॉ. श्रीमती कमल केतकर, पुणे.	अशासकीय सदस्य
(२) श्री. नवगिरे, सहाय्यक निरीक्षक कला परीक्षा, मुंबई.	अशासकीय सदस्य
(३) श्री. शांतिनाथ आखाडे, मुंबई.	स्वीकृत सदस्य
(४) श्री. द. श. परूळेकर, मुंबई.	स्वीकृत सदस्य
(५) श्री. व्ही. के. पाटील, मुंबई.	स्वीकृत सदस्य
(६) श्री. श्री. द. शहाणे, मुंबई.	स्वीकृत सदस्य
(७) श्री. माधव साखरदांडे, मुंबई.	स्वीकृत सदस्य
(८) श्री. राजेंद्र देशमुख, यवतमाळ.	एस. एस. सी. बोर्ड
(९) श्री. पी. एस. कांबळे, पुणे.	निमंत्रक, म. रा. शै. सं. प्र. प., पुणे
(१०) श्री. बाळ देशपांडे	एस. एस. सी. बोर्ड
(११) श्री. साकरेकर	एस. एस. सी. बोर्ड
(१२) श्री. भोईर	एस. एस. सी. बोर्ड

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(१) श्री. श्रीधर राजगुरू, पुणे.	अशासकीय सदस्य
(२) श्री. हरिभाऊ केदार, नागपूर.	अशासकीय सदस्य
(३) डॉ. प्र. अ. वैद्य, अमरावती.	एस. एस. सी. बोर्ड
(४) श्री. शिवाजीराव नलावडे, उस्मानाबाद.	एस. एस. सी. बोर्ड
(५) श्री. भा. स. गोडबोले, पुणे.	स्वीकृत सदस्य
(६) श्री. डी. एस. गायकवाड, पुणे.	स्वीकृत सदस्य
(७) श्री. रा. त्र्यं. अग्निहोत्री, पुणे.	स्वीकृत सदस्य
(८) श्री. बी. के. माने, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(९) श्रीमती नलिनी लोहोकरे, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(१०) श्री. भा. के. हर्षे, पुणे.	निमंत्रक, म. रा. शै. सं. प्र. प., पुणे

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(१) श्री. एम. आर. फणसेकर, रत्नागिरी.	अशासकीय सदस्य
(२) श्री. सुका श्रीपती शेंडे, वडद.	अशासकीय सदस्य
(३) श्री. द. रा. उमराणीकर, कोल्हापूर.	एस. एस. सी. बोर्ड
(४) श्री. द. वि. शिरोडे, पुणे.	स्वीकृत सदस्य
(५) डॉ. व्ही. झेड्. साळी, पुणे.	एस. एस. सी. बोर्ड
(६) श्रीमती सुशीला बापट, मुंबई.	स्वीकृत सदस्य
(७) श्री. कृ. शि. सातपुते, पुणे.	म. रा. शै. सं. प्र. प., पुणे
(८) श्रीमती संध्या ढोकरीकर, पुणे.	निमंत्रक, म. रा. शै. सं. प्र. प., पुणे

परिशिष्ट ४

राष्ट्रीय शैक्षणिक धोरण-

प्राथमिक शिक्षणाचा पुनर्रचित अभ्यासक्रम

महाराष्ट्र शासन

शिक्षण व सेवायोजन विभाग

शासन निर्णय, क्रमांक : पीटीसी-१०८९/४५०१/(१६८/८९)/माशि-५

मंत्रालय विस्तार, भवन, मुंबई-४०० ०३२

दिनांक : २९ ऑगस्ट १९९१

संदर्भ :- (१) शासन निर्णय, शिक्षण व सेवायोजन विभाग, क्रमांक पीटीसी-१०८७/(३५५/८७)/माशि-५; दिनांक १३ मे १९८९.

(२) शासन निर्णय, शिक्षण व सेवायोजन विभाग, क्रमांक पीटीसी-१०८७/(३५५/८७)/माशि-५; दिनांक २ जानेवारी १९९०.

शासन निर्णय :- शासन निर्णय, शिक्षण व सेवायोजन विभाग, क्रमांक पीटीसी-१०८७/(३५५/८७)/माशि-५, दिनांक २ जानेवारी १९९० अन्वये प्राथमिक शिक्षणाच्या पुनर्रचित अभ्यासक्रमाच्या अंमलबजावणीस पुढील वेळापत्रकानुसार शासनाने मंजुरी दिलेली होती.

(१) १९८९-९० .. १ ली.
(२) १९९०-९१ .. २ री.
(३) १९९१-९२ .. ३ री, ४ थी.
(४) १९९२-९३ .. ४ थी, ५ वी, ६ वी.
(५) १९९३-९४ .. ७ वी, ९ वी, ११ वी.
(६) १९९४-९५ .. ८ वी, १० वी, १२ वी.

२. राज्य शिक्षण सल्लागार मंडळाच्या, दिनांक ३० ऑक्टोबर १९९० रोजी झालेल्या बैठकीत पुनर्रचित अभ्यासक्रमाच्या वरील अंमलबजावणीवर चर्चा करण्यात आली. त्या चर्चेत उपस्थित करण्यात आलेल्या तांत्रिक व व्यावहारिक अडचणी लक्षात घेऊन प्राथमिक शिक्षणाच्या पुनर्रचित अभ्यासक्रमाच्या अंमलबजावणीस पुढीलप्रमाणे फेरबदल करण्यास शासनाची मान्यता देण्यात येत आहे.

(१) १९८९-९० .. १ली.
(२) १९९०-९१ .. २री. आतापर्यंत झालेली अंमलबजावणी
(३) १९९१-९२ .. ३ री.
(४) १९९२-९३ .. ४ थी, ६ वी.
(५) १९९३-९४ .. ५ वी, ७ वी, ९ वी.
(६) १९९४-९५ .. ८ वी, १० वी, ११ वी.
(७) १९९५-९६ .. १२ वी.

महाराष्ट्राचे राज्यपाल यांच्या आदेशानुसार व नावाने;

व. अ. काळपांडे,

विशेष कार्य अधिकारी